

S

The Shakerite

100 YEARS

Reflecting on a few
of Shaker Heights'
memorable moments.
Pages 8-9

New color-coded hall passes



The high school is now zoned for travel. Administrators assigned colors to five areas of the building and issued color-coded hall passes for classrooms and offices. Students using a hall pass are to stay in their zone. Exceptions are made for students who have legitimate reasons to leave their zone, though it is suggested they carry written, pink passes.



HOCKEY ATTENDANCE WANES

After breath tests and arrests at the home opener Dec. 2, few seniors appear at ensuing games



Liz Jacob/The Shakerite

THE DEC. 16 ST. Ignatius hockey game at Thornton Park would typically draw many Shaker students, but few seniors attended. The senior section, normally filled to capacity, was vacant, and underclassmen moved to the section to get a better view.

BY LIZ JACOB
STAFF REPORTER

Since seven students were arrested for underage drinking at the hockey home opener Dec. 2, the enthusiasm and attendance of hockey fans has steeply declined.

In past years, hockey has been well attended by all grades and has enjoyed a large fan presence throughout the season. Due to breath testing, earlier game times, advance ticket sales, increased regulations at Thornton Park and a greater police presence, fan support has declined this year.

Hockey players have noticed. "I'd like to have a large, excited and somewhat rowdy crowd to know that people stand behind us when we hit the ice," said sophomore Emmett Sweeny.

At the ensuing Dec. 16 home game, Shaker lost 8-0 to St. Ignatius. Attendance was noticeably low, and freshmen and juniors were best represented. The senior section was nearly empty, with fewer than 10 fans coming out to support the Raiders. No students were Breathalyzed at this game, although there were police stationed near the entrances and bathrooms of the arena.

The St. Ignatius contest was highly anticipated by the hockey team, and members of the team and community expected large crowds. Tickets were presold at both schools the Wednesday and Thursday before the Friday night game. Assistant Athletic Director Mike Babinec said 700 tickets total were sold at the Ignatius and Shaker ticket presales. Despite this effort, Shaker had fewer student fans than the Wildcats.

The turnout disappointed players. "Rowdy fan behavior is a vital part of our fan base because we really get pumped up knowing we have such passionate support,"

sophomore hockey player Ryan LaMonica.

Freshman Carter Lamb said, "People who come to the games now try to be really spirited, and make it fun. But the first game was really exciting because everyone came; now the games just aren't as interesting."

Tickets for the Jan. 6 game against University School were sold out during the Wednesday and Thursday presale. Fan attendance was similar to US games in previous years. However most of the crowd comprised parents, college students and lower school students. The senior section again seemed significantly less populated than the freshman and junior sections.

"People try to be really excited and enthusiastic during the games, but it's hard to get cheers going when there are so few people in attendance" said sophomore Lizzie Weingart.

As Shaker goals were lacking against US, so were the cheers and enthusiasm of the Shaker fans. Many students left the game as the score neared the 3-0 final. Low senior attendance may have affected the cheers, as it traditionally falls upon the senior section to create and lead the effort.

The low-key hockey scene disappoints senior Claire Levin. "I wish the hockey hype hadn't dwindled during my senior year," she said. "It's such a letdown."

As the playoffs near, fans such as LaMonica hope the crowds will return. The Raiders are fourth in the Red North Division and have state tournament aspirations.

"Attendance should hopefully increase as the playoffs get closer and competition beings to heats up," he said.

Levin added, "The team is still playing. If they can continue to come out every Friday, then we as fans should be able to as well."

WHY THEM AND NOT US? BECAUSE THEY VOTE

BY JOAN THOMPSON
STAFF REPORTER

Select groups of students were invited by the White House and high school administration to attend President Obama's remarks Jan. 4.

The White House first invited the senior class to attend the event. When The White House freed up to 100 additional student tickets, four subject classes were invited to the speech based on their teachers' schedules. Principal Michael Griffith also invited each Student Council class president to the event.

Some students felt that the method of ticket selection was unfair. "I felt like Economics students should have been able to go," junior Jake Polster said of the speech, which was released as "Remarks on the Economy by President Obama." Polster, who watched the speech on television, felt that the method of selection was unfair because some seniors chose not to attend the speech.

Griffith noted that tickets were less readily available than during Obama's first visit to Shaker July 2009. He attributed the lack of available tickets to the change in format. Obama's 2009 visit was a town hall meeting on healthcare reform, while his 2012 visit read more like a campaign stop.

Several seniors, as well as Griffith, attributed the Class of 2012's invitation to their role as young voters in the upcoming presidential election. "Shaker will always vote for Obama... [He is] trying to get us to follow," senior Arielle Cronig said.

The president's remarks may have little influence on how invited Shaker students vote in November. Many students expected Obama to discuss the current economic situation or future economic plans. Obama's 21-minute address was largely a recess appointment of Richard Cordray as head of a consumer watchdog agency. "[The speech] didn't change my opinion of him, but did show action," senior Thomas Greenhalgh-Miller said.

A third group of students sought tickets on their own. "There were a lot of rumors going around that there were only 50 student tickets [left]," junior Clara Kao said, who waited outside the administration building for three and a half hours for her ticket.

Whether students attended or not, Obama's speech brought energy to the high school. Sophomore Morgan Kiener attended the speech with her AP U.S. History class. "Having President Obama in our high school is exciting on its own," she said.

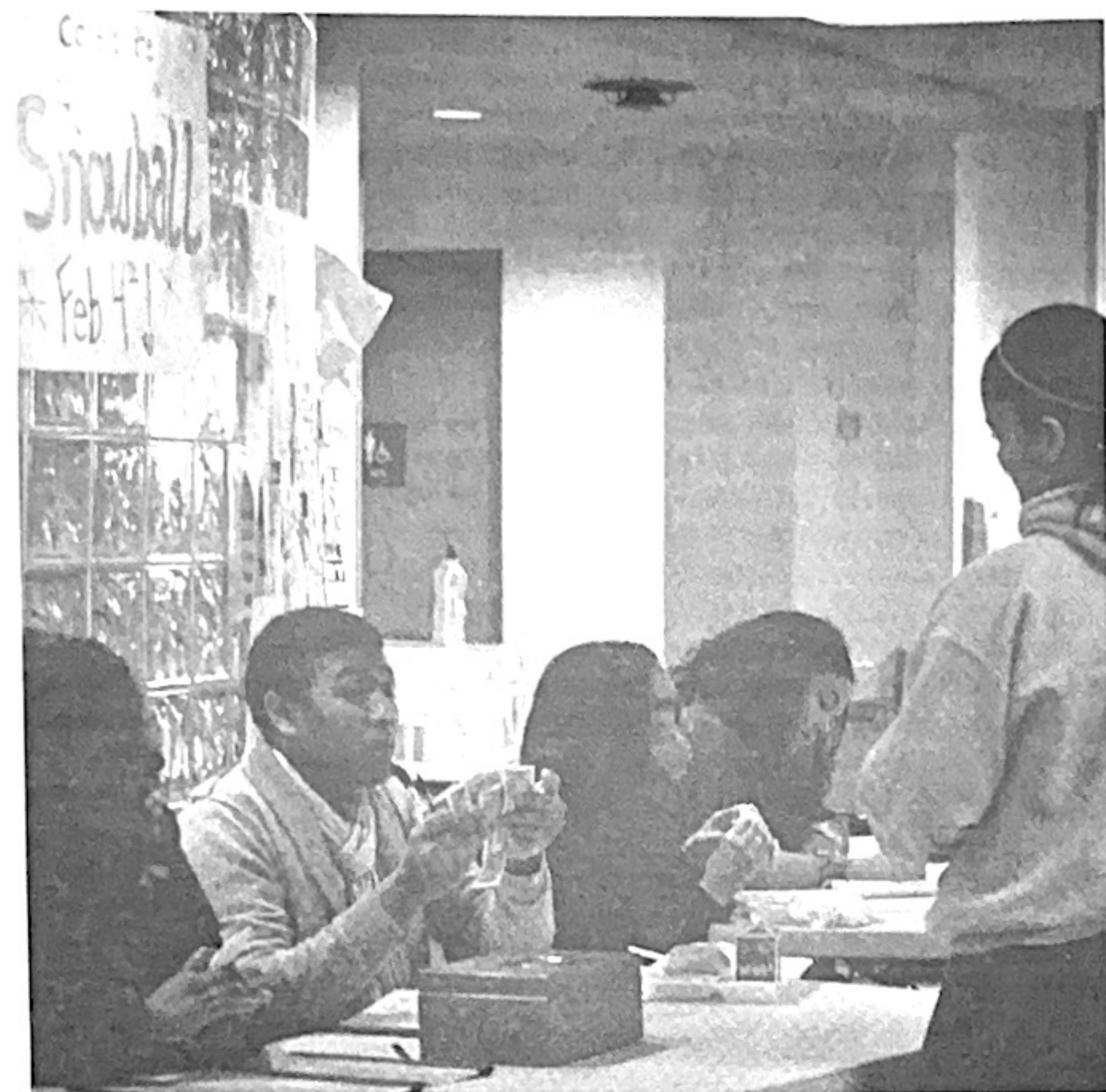


Graham Fine/The Shakerite

SENIORS DOMINATED THE student presence at President Obama's Jan. 4 speech.

AFTER A YEAR ON ICE, DANCE RETURNS

Student Council efforts succeed in persuading administration to allow Snow Ball formal Feb. 4



Liz Jacob/The Shakerite

BY ALLIE HARRIS
CAMPUS AND CITY EDITOR

Student Council worked for two years under the leadership of Social Committee Head Logan Davis to plan the Feb. 4, winter dance.

Officially called the Snow Ball, the formal followed the concept of MORP, which is an inversion of the word Prom. A MORP is a formal dance, and girls ask boys to accompany them. Unlike prom, students choose to minimize costs for the Snow Ball.

"My friends and I are all planning on going out to a cheap restaurant before to get something to eat. It's a really good idea because now it's not just Homecoming and Prom," sophomore Maggie Nace said. Although girls are encouraged to ask boys to the dance, dates are not required.

Several Student Council dances have been cancelled for different reasons, including scheduling issues, new rules and low student participation rates. The decision to cancel all dances other than Homecoming and Prom was made during the 2009-2010 school year, and those dances were taken off the calendar for the 2010-2011 school year. The Back to School dance often fell on a date too close to Homecoming, which occurs the same day as the Homecoming football game, which is scheduled by the Lake Erie League. At some dances in past years, student behavior, such as inappropriate dancing, caused changes to ensure student health, safety and wellbeing. After rules were changed, dance ticket sales dropped, leading the administration to cancel dances, sometimes days before the event if ticket sales were poor.

"No dance has ever been cancelled for poor behavior," Assistant Principal Eric Hutchinson said. However, dances have been cancelled due to low ticket sales resulting from rule changes.

"I think people might not want to go because they're not trusting of the administration," Davis said.

"I think the attendance has been low because of restrictions the administration places," said junior Christina Harris. "A lot of students will refuse to go if they can't do what they want."

Despite the underage drinking that occurred at this year's Homecoming dance, Hutchinson said the decision to approve the Snow Ball was based on the success of Homecoming.

Hutchinson hopes this dance will become an annual event. "We are working with

Student Council, and they really deserve a lot of credit," he said.

"It would really be beneficial to the entire school if this became an annual thing. . . If this is a success then the next year's council will be able to use the dance as a fundraiser, which would be a great help to their councils," senior Claire Levin said.

"In order to have a winter dance in the future, we need to pull this off," Davis said.

After attending the Back to School Dance her freshman year, Harris was even more excited to go to Homecoming.

She said, "I'm really glad people have decided to go to this dance, because hopefully more students will realize how fun these dances can be."

TICKETS FOR THE Snow Ball were sold in the cafeteria Feb. 1-3 for the Feb. 4 dance.

CONFERENCES NO LONGER INDIVIDUALIZED

BY BRIDGET COOK
STAFF REPORTER

After-school conferences, where students can receive personalized help from their teachers, have grown crowded as class sizes have increased.

Budget cuts have resulted in loss of teaching positions, especially in the English department, where four teachers took on an extra class each to make up for two teachers' absences this year. The district has not replaced four teachers who have retired or left the department in recent years. Teachers of the resulting large classes sometimes find themselves overwhelmed at conferences after school, especially before a test or essay due date.

The impact was evident when school began as some students waited hours for help. Aimee Grey, who teaches freshman and sophomore honors English, reviewed essays with students until after 4:30 p.m. one September day. Grey didn't have a chance to look at everyone's work, even those waiting since 3 p.m.

"I don't want them to wait an hour and a half and not get to talk to me," said Grey, who had 99 students in first semester and 95 in second semester in four classes. "I felt awful sending those kids away who waited so long, but it got to a point where I had to leave and go pick up my children."

Grey employs an open-revision policy in which students can improve and re-submit essays as many times as they feel necessary. This style of teaching requires a strong commitment on the teacher's part, as it calls for re-grading sessions and frequent meetings with students. Those writing conferences can be 15-20 minutes long.

Cathy Lawlor, junior AP/IB English teacher, uses the open revision policy as well. "We believe strongly at Shaker in teaching writing as a process, and that involves constant revision," said Lawlor. "My policy is that students can revise as many times as they want." Otherwise, said Lawlor, it's hard for students to grow as writers.

Principal Michael Griffith has seen the effects of cuts in his 12 years leading the high school. "The goal is to be between 25 to 28 students [in Honors classes]," said Griffith. "I'd be uncomfortable if it passed that."

During the first semester, three English teachers each had a 31-student section and one teacher had a 30-student section.

Griffith estimates that the high school enrollment has remained consistently around 1,750 to 1,800 students during his tenure. He explained that during spring scheduling, counselors and assistant principals try to keep class sizes down, but when students switch classes, the distribution changes. To minimize the problem, counselors did not allow students to change their schedules at the beginning of the school year.

In order to manage her crowded conferences, Grey has incorporated a sign-in book so her students can reserve appointments during conference time. She said the system has helped ensure students who plan ahead will receive attention.

While this solution works for the students who have appointments, other students will still wait for help. Contractually, English teachers are limited to 110 students daily, and next year, English teachers will be assigned five classes, rather than four. Individual classes will become smaller, but the same number of students will still seek help during conferences. The move to five classes also means English teachers will lose 50 minutes of planning time.

When Lawlor began teaching at the high school 17 years ago, she recalls that classes were capped at 17 to 18 students for college preparatory and 23 for honors. Lawlor, who has 29 students in a CP/H class this semester, predicts that with the climb in class sizes, the open revision policy will not be able to continue, something she does not want to see happen.

"You want to keep this academic standard, but it's impossible," said Lawlor. "I'm only human."



Liz Jacob/The Shakerite

STUDENTS ATTEND SHARRON Sankovich's science conferences for help with homework and other assignments. Students worked both in the lab and classroom.



JOE PATERNO'S FUNERAL procession travels down College Avenue in State College, PA.

7 things to know in the news

1 Joe Paterno, longtime Penn State University football coach, died Jan. 22 at age 75, two months after being diagnosed with lung cancer. He was fired Nov. 8 after failing to report to the police child sexual abuse allegedly perpetrated by former PSU assistant coach Jerry Sandusky at the PSU football facility. Paterno was head coach for 46 years, was a five-time national coach of the year and had five unbeaten and untied teams.

2 Syria is the latest middle-eastern country to feel the effects of the Arab Spring. For the past year, Syrian civilians have been protesting the oppressive rule of President Bashar Al-Assad. To quell this uprising, Assad resorted to killing his citizens, with the death total reaching the thousands and the situation rapidly worsening. The international community is calling for Assad to step down but he has yet to agree to do so.

3 The New York Times reports Apple is under fire for labor practices of Chinese companies it pays to build its products. Chinese laborers work long hours, suffer health risks and live in crowded dormitories. One company installed nets around the factory roof to stop workers from committing suicide. Higher class workers receive \$22 per day for iPads that cost more than \$500.

4 One year after its revolution, violence returned to Egypt, killing 73 fans at a Feb. 2 soccer game began the conflict which became a protest against the military's presence in the new government. This incident is seen by many as a setback for Egypt's new government, which many feel has failed to promote order.

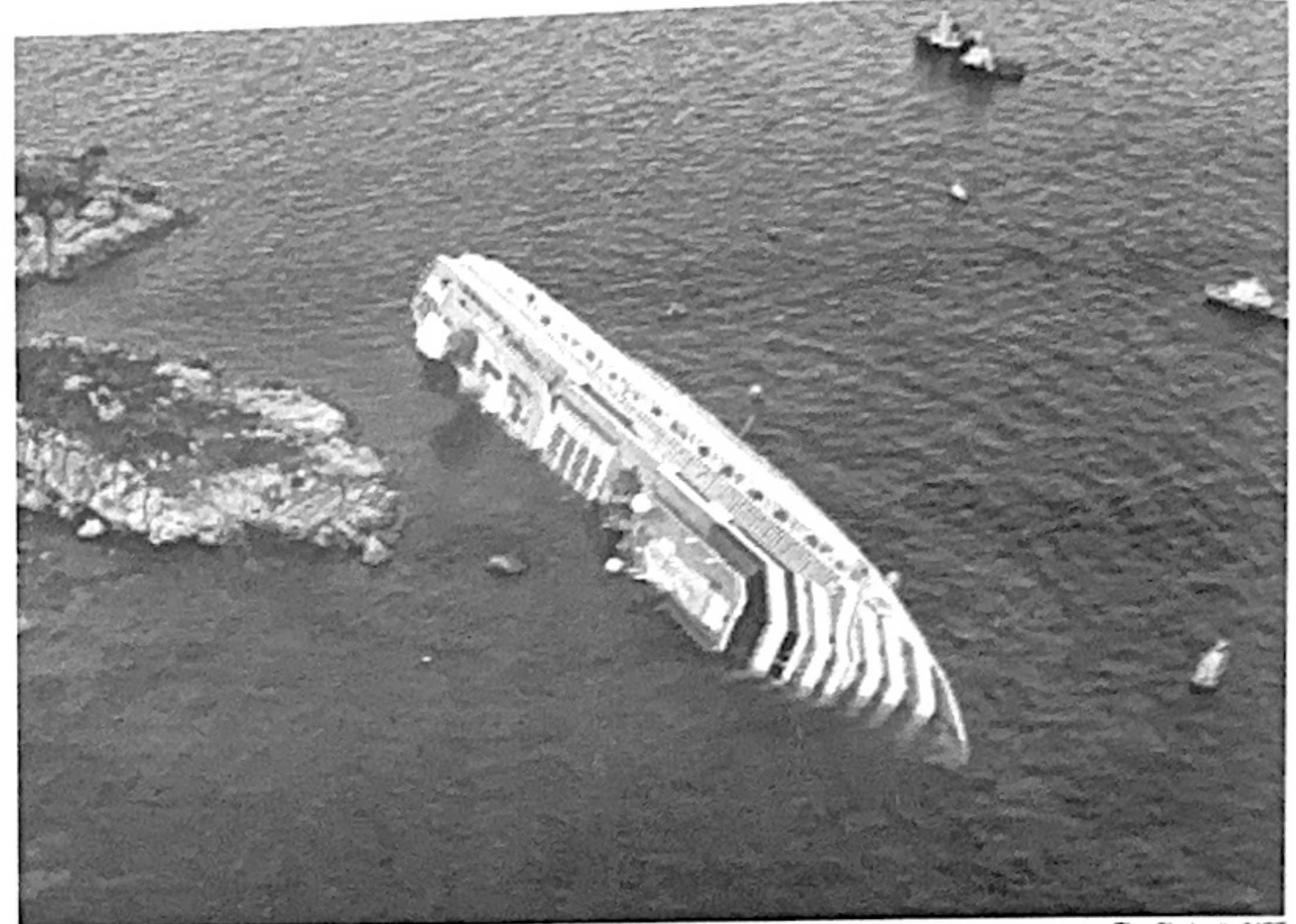
5 Arizona Rep. Gabrielle Giffords resigned her house seat a year after she and 17 others were shot in an Arizona grocery store parking lot where Giffords was greeting constituents. The shooter, Jared Lee Loughner, 22, has since been ordered to undergo psychiatric treatment. Giffords spent more than five months in a rehabilitation hospital learning how to talk and walk and will focus further on her recovery.

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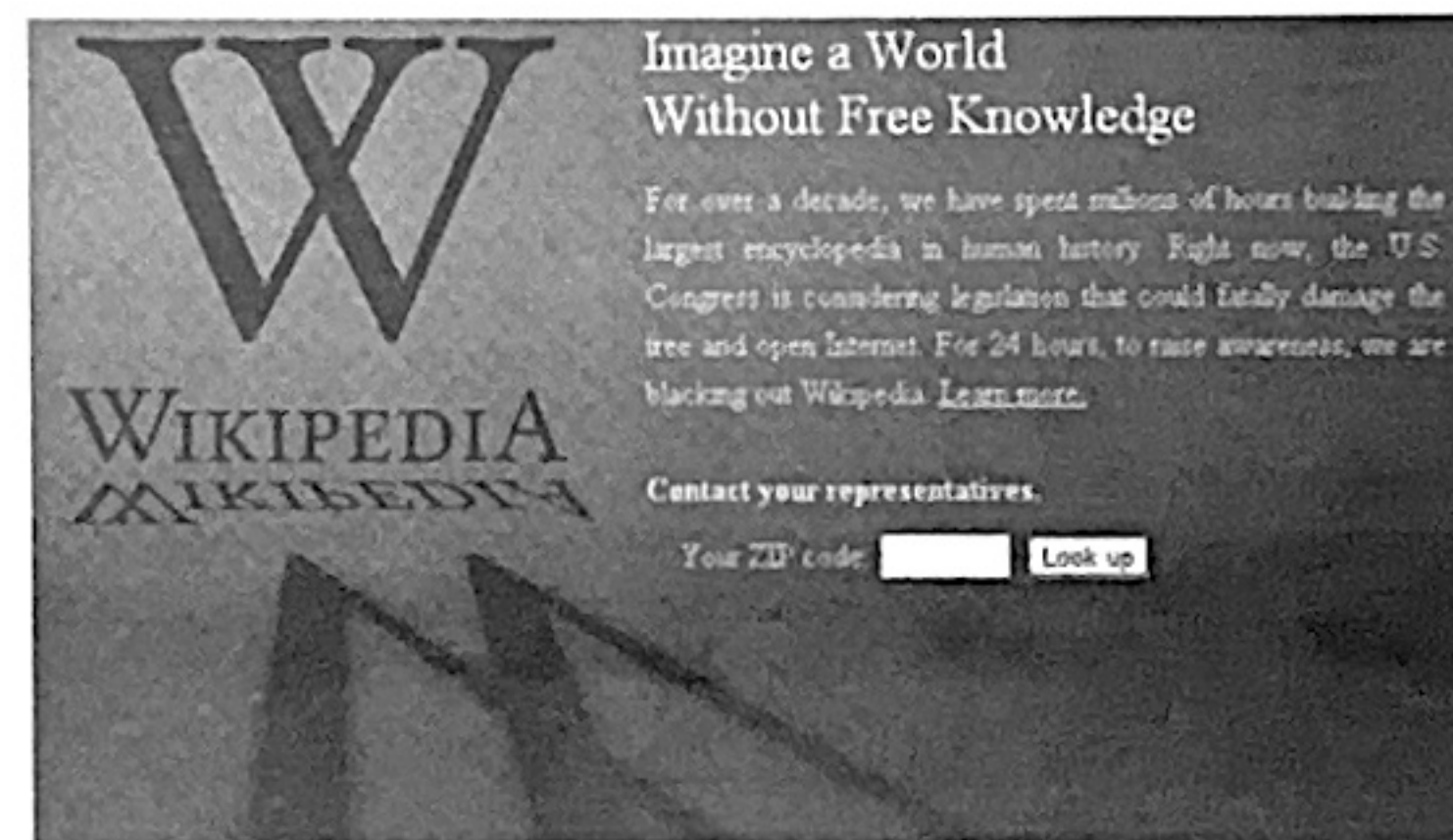
CRUISE SHIP RUNS AGROUND; CAPTAIN TO BE PROSECUTED

6 The Italian cruise ship Costa Concordia ran aground on a sand bank just off Italy's western coast Jan. 13 after an illegitimate change in course. The ship was carrying about 3,200 passengers and 1,000 crew members, of which at least 16 are dead and at least 16 are still missing. The 950-foot ship, which continues to sink, may become an environmental disaster because its half million gallons of fuel are already polluting the water. The cruise company has offered a settlement of about \$14,400 to each uninjured passenger and is offering full reimbursement for the cost of the cruise, travel expenses and any related medical expenses. The ship's captain, Francesco Schettino, supposedly fell off the ship into a life boat after the crash. He faces criminal charges of manslaughter, failure to offer assistance and abandonment of the ship.

COMPILED BY ALLIE HARRIS



RESCUE BOATS ATTEMPT to reach the Italian cruise ship, Costa Concordia, after it capsized Jan. 13.

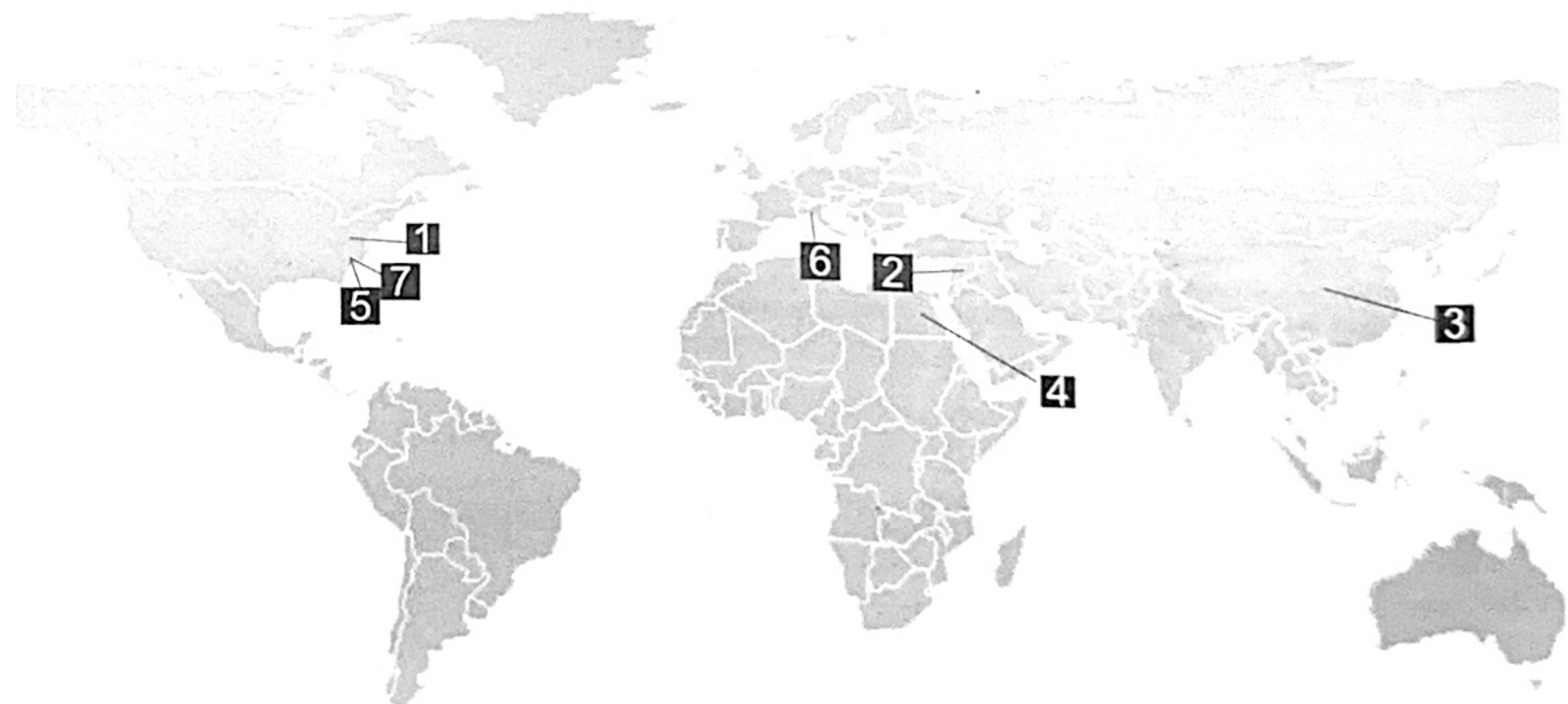


WIKIPEDIA REPLACED ITS home page with this message Jan. 17 to protest proposed anti-piracy laws. Google and Craigslist also launched protests that day. Congress has tabled the proposals.

Web protests censorship

7 Millions of Internet users will avoid trouble with copyright infringement for now because Congress has set aside two laws it was considering. The proposals, Stop Online Piracy Act and Protect Internet Protocol Act, caused Wikipedia, Google and Craigslist to launch protests Jan. 17. If passed, the laws would have, among other things, brought legal action against online copyright infringement. If SOPA and PIPA are passed, the implications for every Internet user are far-reaching. The legislation was so broad that posting a YouTube video with your favorite song playing the background could be considered breaking the federal law. The law would also give the government the power to shut down Internet domains and prevent advertisers from placing advertisements on offending websites.

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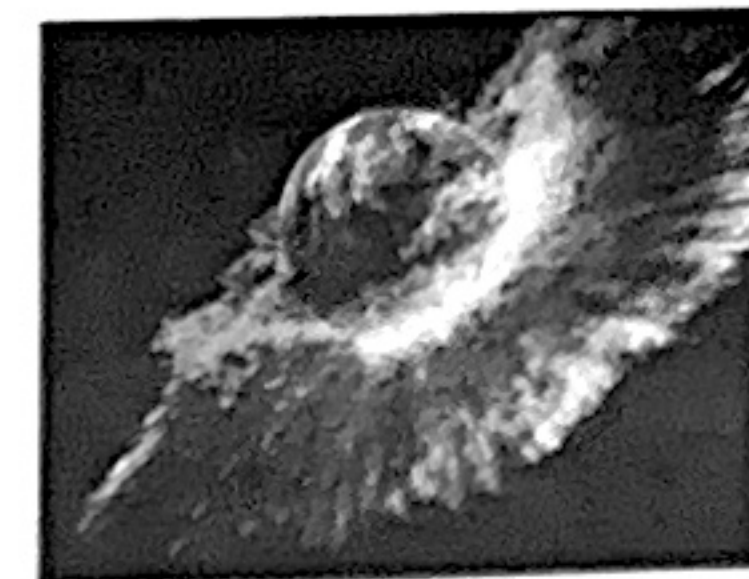


Opinion

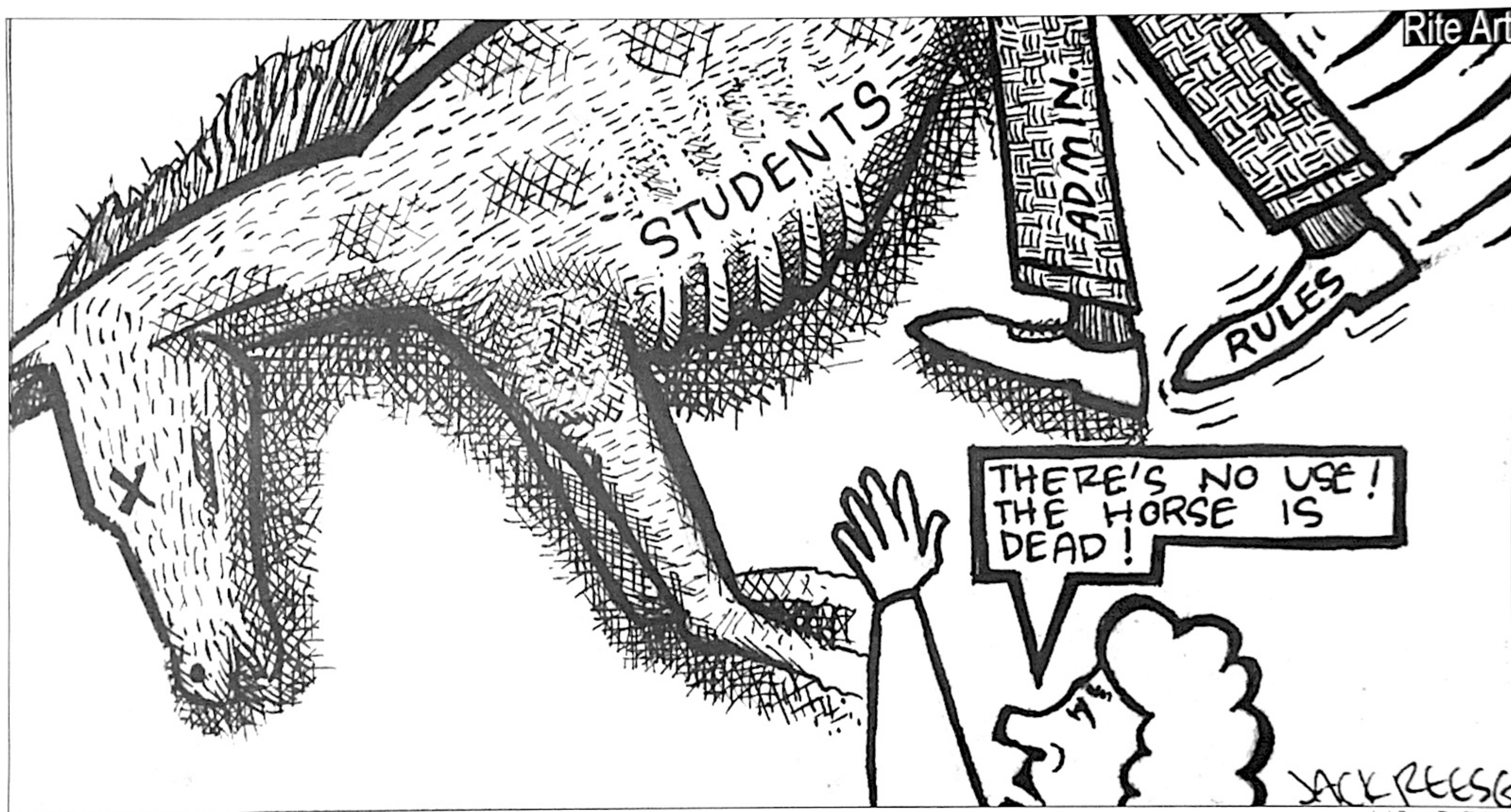
No apocalypse this year

5 THE SHAKERITE • 8 FEBRUARY 2012

The world is not ending. The most recent predictions of the apocalypse include Y2K, May 2003 and December 21, 2012. According to NASA, "Our planet has been getting along just fine for more than 4 billion years, and credible scientists worldwide know of no threat associated with 2012."



THE PROBLEMS WITH PURPOSELESS POLICY



Students complain constantly that the administration and security enforce policies that "serve no purpose." Apparently we refuse to acknowledge that we are a large population that needs supervision in order to be successful. Look at the facts. There is some kind of misconduct -- be it a fight, a theft, or plain old noisy loitering -- daily. This building is full of adolescents, and just as parents look after you at home, we must expect the same treatment from the adults in our learning environment. The policies that "serve no purpose" were adopted to prevent misconduct, so they're not so purposeless. That being said, this doesn't mean that administration policies are flawless.

We must admit, we have pushed the limits when it comes to swarming the hallways during the middle of class periods. We have all been that unfortunate student who is trying desperately to concentrate on her test when stomps, shrieks and giggles fill the hallways. It was inevitable that action would be taken. As students, we have no right to argue against policies made for our benefit. But it can't go unnoticed that the latest enforcement effort will accomplish absolutely nothing. A color coded hall pass means nothing to the student who was roaming the halls before they were invented. The girl who takes the long way to "go to her

locker" will use the same excuse to explain her presence in a far away sector of the school. The administration needs to realize that building on past policies that have failed isn't the solution.

The Student Handbook, effective August 2011, reads, "Students must have a hall pass when leaving a regularly scheduled class, mandatory activity, or office." This rule is flawed because it lacks detail. At what times can we leave class? What are the accepted reasons for leaving? Is there a maximum amount of time for which a student can be out of the room? Students are also not supposed to leave their classrooms during the first and last five minutes of class. How is this dealt with during lunch periods? Rather than clarifying why students may leave class and minimizing those opportunities, the administration simply added another layer of vague policies by dividing the building into sectors and then acknowledging that some students would have to leave their sector to reach their locker, restroom or an office. Exceptions are the rule, it seems.

The handbook also states that "9th and 10th grade students are not permitted to leave the campus without prior approval from their parent or guardian." But how is a security guard supposed to distinguish between upperclassmen and lowerclassmen? To make this rule enforceable, the administration color coded student ID

cards by graduation year. However, it's safe to say that most of us have never been asked to display our IDs when leaving campus. First, this would be incredibly difficult with the amount of students exiting and entering the building at one time. And further, there is certainly not enough security to cover every door in this building. This policy is just another regulation put in place to ineffectively deal with a behavior issue -- tardiness. It's listed in the handbook, and stated as a rule by faculty, but most students could not point to an instance in which it was enforced.

We're not suggesting that the administration remove nor strictly enforce every current policy. We're simply asking that rather than piling on vague rules that students inevitably ignore, we identify those that don't work and make them reasonable for students and enforceable for faculty. We're saying take another look at school policies.

Keep the ones that make sense and make new policies where they are needed. But don't pile ineffective amendments onto policies that don't work in the first place. Such efforts only confirm students' complaints that policies "serve no purpose."



GLOBAL WARMING: MYTH OR REALITY?

In the past few decades, the existence of global warming has been debated. Granted, we often don't have snow on Christmas lately, and occasionally we have a handful of seasonally warm winter days. But that doesn't mean "global warming" is occurring. A more accurate term is climatic change. Many assumptions have been made regarding recent climatic changes.

The increase of released carbon dioxide, a greenhouse gas, into the air is the most common scapegoat for the "abnormal" temperatures. William Happer, a physics professor at Princeton University, disagrees. An article in *The Daily Princetonian* expressed Happer's views. "It probably has little to do with carbon dioxide, just like past warmings had little to do with carbon dioxide," Happer stated. Happer, a former director of the Office of Energy Research in the U.S. department of Energy, has expressed his views regarding the recent climatic changes by testifying before Congress and publishing works in scientific journals. It is widely believed that reducing the amount of carbon dioxide released into the air will prevent climatic changes. "Carbon dioxide is not a pollutant. Every time you exhale, you exhale air that has 4 percent carbon dioxide. To say that that's a pollutant just boggles my mind. What used to be science has turned into a cult," Happer stated in the article.

Carbon dioxide is necessary for life on earth. Nitrogen forms a majority of the earth's atmosphere, but we could not live in a world with an atmosphere entirely composed of Nitrogen. Happer claims that the greenhouse effect does not work exactly the way a true greenhouse does, and that without the greenhouse effect, the Earth would be entirely too cold. "Based on my experience, I am convinced that the current alarm over carbon dioxide is mistaken," Happer stated. In 2009, he told Congress, "I believe that the increase of Carbon dioxide is not a cause for alarm and will be good for mankind." Happer is not a fringe scientist. He has received many honors, including being named the Cyrus Fogg Brackett Professor of Physics at Princeton and chair of the university research board.

The most common misconception regarding climatic changes is that the temperatures we are experiencing now are dramatically high and aren't "normal." There has been an increase in temperature over the past 100 years, but it isn't something to worry about. "All the evidence I see is that the current warming of the climate is just like the past warmings. In fact, it's not as much as past warmings," Happer stated. So if we have the occasional Indian summer, it's not that the Earth is getting permanently warmer. It's just a phase, it doesn't mean we haven't had a period like that before, and that it will only get worse. So, go outside and enjoy the nice weather.



Samantha Weisner

Global warming: It's exactly what it sounds like. The overall global temperature is rising by 1.5 degrees every year. Glaciers are melting and sea levels are rising – it's a fact. Science backs it up and so does Cleveland. It's February, there is next to no snow and it is actually warm outside. Most days, winter coats are shed, car windows are rolled down and fresh air rushes in.

Counter arguments often focus on "climate change." The term accounts for environmental changes without addressing the main issue -- the global temperature is rising. This change in global climate may not have clear detrimental effects now, but it will. Fifty years down the road, the coastlines we currently have will be deep under water. And it's a direct result of our actions.



Sarah Shaw

Man-made pollution has increased, and the rise in greenhouse gases has caused a hole in the ozone. Currently, politicians are signing new Senate bills mandating a decrease in greenhouse gas emissions. There would be no point in signing these bills if global warming was a myth. Additionally, recycling and waste reduction are increasing across the globe (even if it you don't believe in global warming, it can't hurt to recycle).

California greenhouse gas alone will be reduced by 25 percent by the year 2020. For the time being, global warming cannot be stopped entirely. However, by continuing efforts to reduce waste emissions, we will slow down global warming. That way, our grandchildren will have beaches to play on and up to 150 million people will not be displaced by rising sea levels.

Disbelief in global warming has mostly disappeared. Richard Lindzen, a keynote speaker at the International Conference on Climate Change, was skeptical about global warming. He claims that greenhouse gas emissions are naturally occurring rather than a result of human pollution.

Lindzen, along with more than 800 other skeptics who attended the IPCC, no longer fight the fact that global warming is occurring. Eight hundred people all changed their minds. Global warming (or climate change) is no longer an abstract concept about the damage humans do to the Earth. It is a real thing with real consequences.

Don't deny it because it won't affect our generation. That's what happened to us. No one thought about waste emission, and now global warming is a problem. Fix global warming now so that the next generations don't have to deal with the mistakes that we made.

If you accidentally forget to turn off the lights or throw out a piece of paper instead of recycling, the results won't be catastrophic. But don't waste the resources we have now.

We're going to need them later.

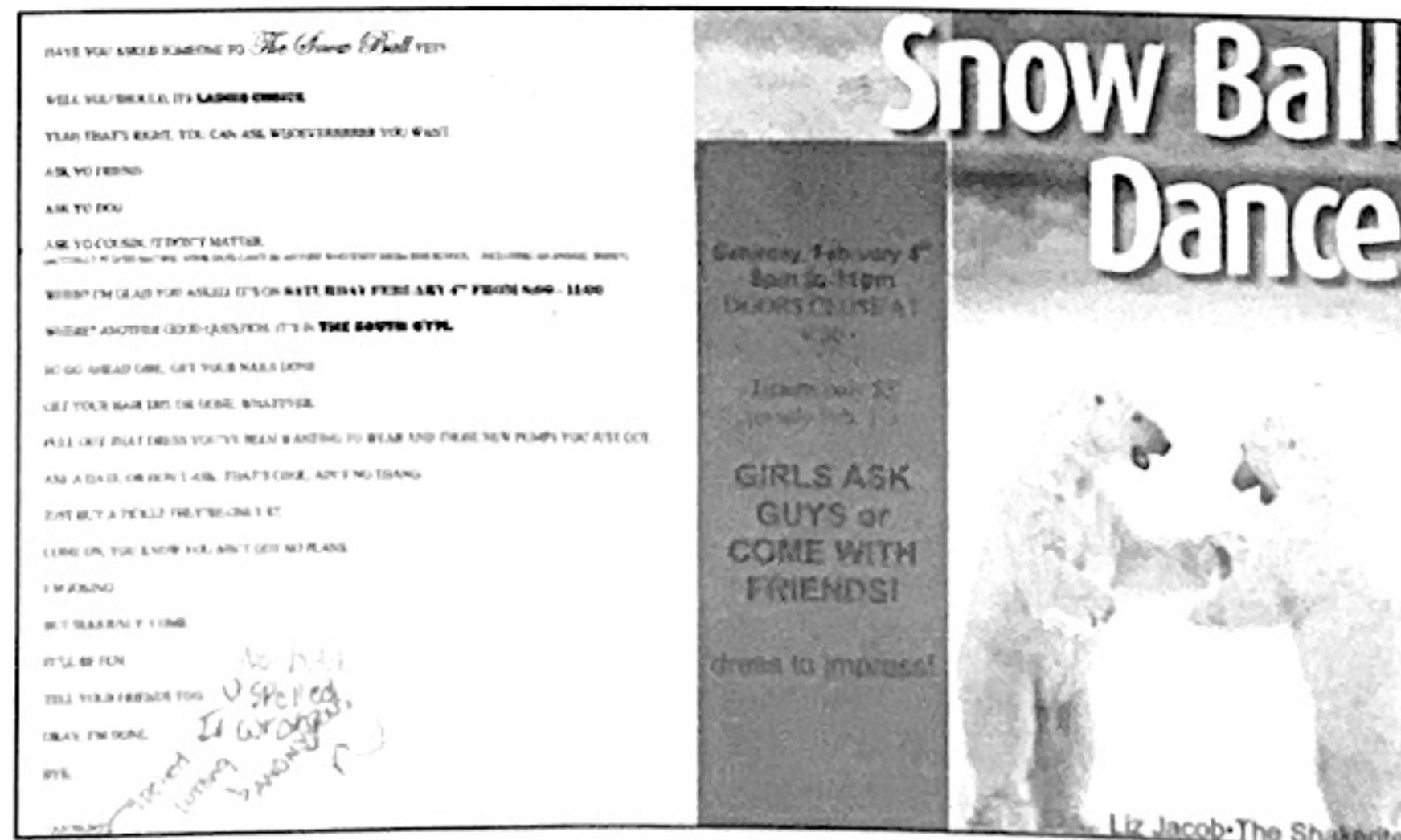
COUNCIL BRINGS BACK FORMAL

Student Council would like to thank everyone that donated to our Adopt a Family project this winter. With everyone's donations and hard work, we raised \$1,800. The family had a wonderful holiday. I would like to thank Logan Davis, social head, for her hard work in making The Snow Ball actually happen this year. As most of you are aware, all of the dances other than Homecoming were cancelled due to low ticket sales.

Over the last two years, Logan has worked with administration to secure the return of one all-school, mid-year dance. Thanks, Logan! Feb. 14 is the return of Pair Day! With a friend or a group of friends, dress up as your favorite duo or trio. Anything goes from Tom and Jerry to Sunny and Cher!



Michaela Matthews



These posters appeared in girls' bathrooms across the school, reminding them to ask a date to the Snow Ball Dance. Other variations suggest you bring your cousin or your dog, but only Shaker students may attend, and tickets must be bought in advance.

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We couldn't wait to stop waiting



Graham Fine/The Shakerite

"WE CAN'T WAIT." More than five or six hours anyway, because that's all anyone did Jan. 4. President Barack Obama visited the high school to make a speech about the economy. A 19-minute speech. It may be a big honor to have the President speak at our school, but how much time is it worth? Seniors waited 30 minutes in the Large Auditorium that morning and 2.5 hours in the gym before the speech. Students and adults of the community spent 3 hours in the frigid cold waiting for tickets the night prior to the speech. Those who waited for tickets also stood in line to get into the gym for about 2 hours that day. Finally, the population of people watching the speech waited in the gym for 1 hour as the President was properly exited. "We Can't Wait"? Yes, We Can.

FACTORY STYLE SCHOOLS ARE OBSELETE

BY SHANE MCKEON
STAFF REPORTER

"There has to be a tired Guinea pig somewhere in this school," stated Drew Puskas. "The computers are ancient."

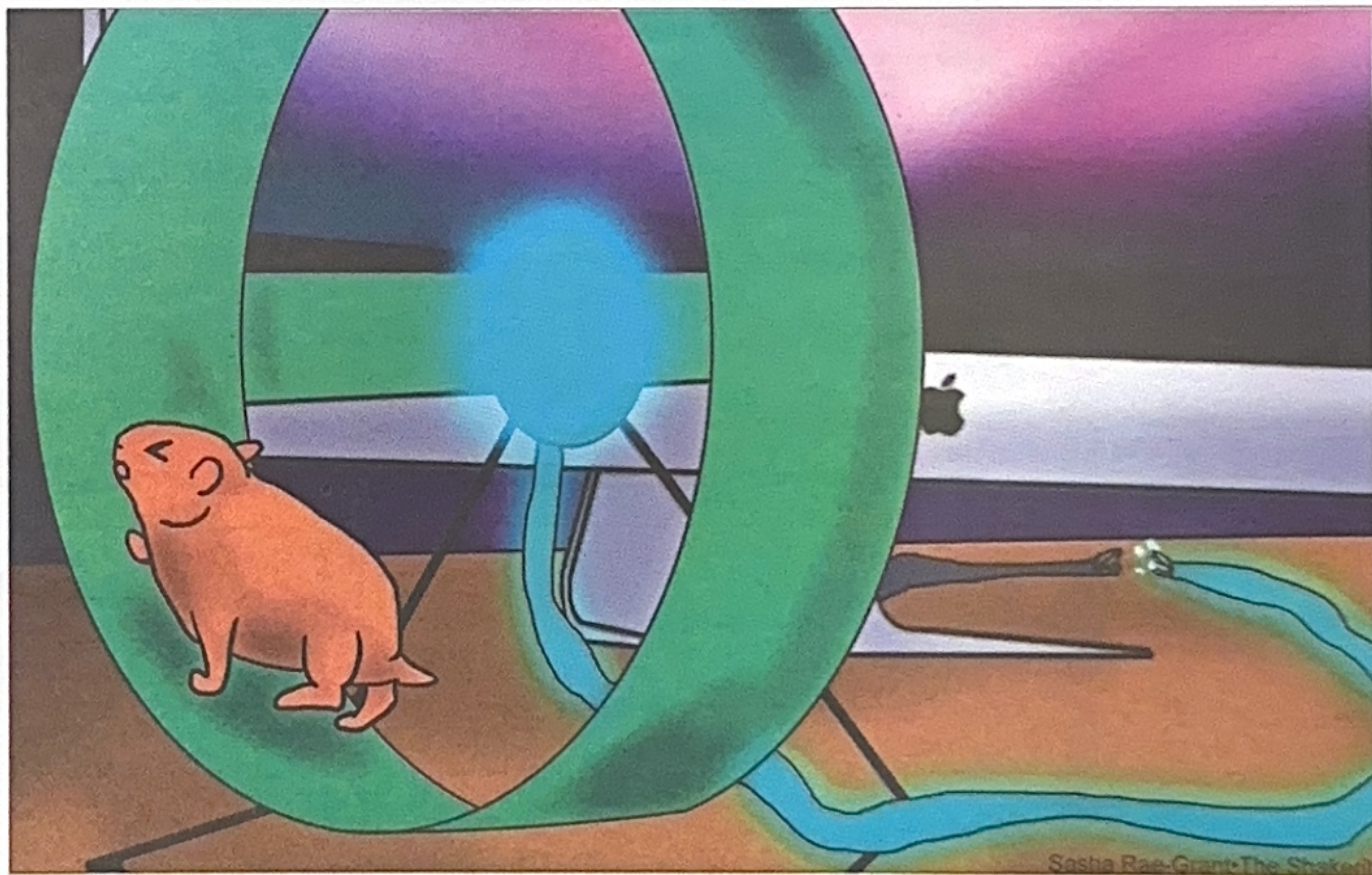
In Room 108, a quiet computer lab down the hall from the security office, about two-dozen chunky Dell monitors sit on wheezy processors. Affixed to the wall is an older TV, which is bulky as the PCs, but instead of a clunky keyboard underneath it, there is a worn-down VCR player. Dial-up cords tangle beneath the dinosaurs' tables, providing Internet to the outdated computers. The computers freeze constantly, and most sites that the average teenager frequently visits are blocked. Facebook, Twitter, and even YouTube have all been censored.

But let's shift from a classroom to a post office. The U.S. Postal Service is predicted to downsize in 2012 due to massive debt precipitated by new technology. In a world where we communicate through texts, emails, and Facebook, the post office may be nearing extinction.

What does the death of the postal service have to do with obsolete computers? The USPS is the first government-funded institution to be violently affected by the most recent technological boom. And if our education system fails to adapt, it will die like the post office. It's natural selection. Shaker has half-heartedly adapted. Shaker seems to embrace the new technology by purchasing dozens of Smart Boards, offering computer-based courses such as music composition, and keeping students up to date on grades via Progressbook.

But these are small strides, and it seems that we are behind other schools. "Basically, I feel as though technology is one topic area that I feel Shaker lacks," stated sophomore Shaunak Roy. Although Shaker drops thousands of dollars on new technology, district policies contradict those of a school that genuinely wishes to embrace new technology.

Most students can understand why the school censors sites such as Facebook or Twitter, and the district doesn't acknowledge that sites such as YouTube can be used as an educational tool. There are Khan Academy demonstrations, videos on cellular respiration or and scenes from "Romeo and Juliet." Videos can strongly supplement the Shaker curriculum. (I would know. YouTube is the reason I passed



Sasha Rae-Grant/The Shakerite

freshman science).

One technological accessory the school district provides is a centralized email server for teachers. Why not extend this to students? It wouldn't cost much to make the addition, and it's something that could help students access their documents at home and school. The use of phones is still frowned upon by high school security guards. If you are seen with your phone or iPod out in the hall (or even during lunch) you may have your property confiscated with little or no explanation. Shaker students who own smart phones can surf the web faster than the school computers can. Why not take advantage of kids' hand-held technology? Research, calculations, and now, even some textbooks

are accessible from iPads, which could dramatically reduce textbook costs. While this technological problem seems to result from not adapting for a few decades, it is about 130 years late. Our education system was originally designed like Industrial Revolution-era factories; the schedules are run by bells, and the classrooms designed in the likeness of assembly lines are not too different from the systems employed at the turn of the century. It won't be easy, but the transition from the Industrial Revolution-era schooling to this generation's education system can happen.

Let's hope that two decades from now we will have improved our technological standard; if not, postal carriers won't be the only ones in the unemployment line.



Cover Story

COMPILED BY ALYSSE EBERHARD, MARISSA MILLER AND RACHEL SHAW
COVER STORY EDITORS

100 YEARS OF SHAKER IN THE MAKING

To recognize the centennial, Cover Story editors browsed 100 years of Shaker's history and took a closer look at 10 of the most significant events.

1912 The village begins

Oris Paxton and Mantis James Van Sweringen saw potential in a piece of land that had originally been part of the North Union Shaker Colony. They planned to create an exclusive community of residential suburbs with two rapid transit lines. This community would display the ideals of the

Garden City movement, comprising residential, industrial and agricultural areas, each of which would be surrounded by parks. Shaker Heights was established as a village in 1912, comprising what are now North Park, Coventry, South Woodland and Warrensville Center roads.

1920 Completion of the rapid

The Shaker Heights rapid was designed to provide public transportation to downtown Cleveland.

When the Van Sweringen brothers were only able to get a small extension from the Cleveland Railway Company into Shaker Heights, they built their own

rapid transit service.

They obtained four acres downtown for the terminal, in the space which later became Terminal Tower, in addition to right-of-way properties for the trains. The rapid was completed in 1920 and traveled from downtown to Shaker Heights.

1931 A city is created

In 1931, the Shaker Heights charter was approved. It became a city led by Mayor William J. Van Aken.

Bomber responds to integration

Despite the 1948 Supreme Court decision that made home sales based on race illegal, the home of an African-American family in the Ludlow area was bombed in 1956.

The Ludlow area, on the Shaker side of the border between Shaker and Cleveland, was the first neighborhood to which African-American families moved when leaving Cleveland.

After the bombing, African-American and Caucasian community members worked together to help the victimized family to rebuild their home, and created the Ludlow Community Association to aid with integrating the neighborhood and providing a stable environment. The photograph to the right shows the Ludlow home before it was destroyed in the bombing.

1956



The Cleveland Press Collection, Cleveland State University

1970

Former asylum patient shoots doctor, bombs police station

21-year-old Shaker resident Martin Berns had been a patient at the Cleveland State Mental Hospital. On Feb. 1, 1970, when he was no longer living at the hospital, he shot Dr. Irving Rosen, the psychiatrist who had committed him and had been providing counsel during his treatment. This was allegedly Berns' method of taking revenge on Rosen for committing him to the institution. Rosen survived the shooting. Berns then went to the Shaker

Heights police station, where he detonated a box of nitroglycerin, demolishing the 12-year-old building, injuring 15 and killing himself. Police later found evidence which suggested that Berns also planned to bomb the high school, which he had attended for one year before dropping out.

In 1973, a new police station and courthouse were built and dedicated. Both were designed to withstand a bomb blast.

Redistricting and diversifying Shaker schools

Shaker Heights was redistricted in the 1980s, when school enrollment was declining nationally due to the "baby bust."

In 1985, Woodbury Junior High School (grades 7-9) was closed. It reopened two years later as Woodbury Elementary school (grades 5-6). Byron Junior High became Shaker Middle School (grades 7-8) and 9th grade was moved to the high school. In 1987, the elementary schools were reorganized: Moreland, Ludlow, Malvern and Sussex schools were closed and repurposed, and the boundaries for the elementary schools (grades K-4) were redrawn into the districting system in use today.

This process served to diversify the elementary schools during a period when the number of white families in Shaker dropped dramatically, and encouraged the desegregation of Shaker, which began in the 1970s.

Superintendent Mark Freeman stated, "I think the peaceful desegregation of the schools in the 1970s was a defining moment

in Shaker's history... Shaker made a commitment to voluntary desegregation." The photograph above shows Freeman's daughter on her first day of school under the desegregation policy.



Mark Freeman

Rodney King verdict spurs student walkout



Shaker students gathered on the front lawn May 1, 1992, joining with millions of other protesters nationwide in defiance of the not guilty verdict in the Rodney King trial. King, an African-American man, had been repeatedly beaten by Los Angeles police officers in March 1991 while several other officers stood by and watched. When the incident went to trial, the policemen were not indicted. Riots broke out nationwide to protest this display of racism.

Senior Class Adviser Jules Rossi participated in Shaker's walkout when she was a student at the high school. "[School staff] brought us megaphones and risers," she said. "They used it as a learning experience." The photograph to the left, which appeared in the June 4, 1992 edition of The Shakerite, shows students who participated in the walkout.

1997 Racial statistics cause uproar

In 1997, the district compiled data that documented academic underachievement and found that a majority of struggling students were African-American. Shakerite editors obtained the data before it was presented by the school board and published it in the February 1997 issue. The results appeared on the front page of the issue with the headline "Black and White or Shades of Gray?"

Beneath the headline were two data boxes, one stating the results of the study and the other proposed solutions (shown to the left). The article caused uproar in the school and broader community.

The day students and faculty received the newspaper, Principal Jack Rumbaugh made a public address announcement chastising The Shakerite for publishing the data. Outraged by the story, students organized a walkout and gathered on the front lawn, drawing the attention of Channel 5 news. Some Shakerite editors were escorted through the hallways by school security to remain safe. Community members also called for Shakerite adviser Sally Schwartz to resign. After school, a meeting was convened for students to discuss their reactions to the information and its publication.

SHAKERITE
Black & White
or shades of gray?

High school band makes history playing in China

The high school band traveled to China over spring break 2007. Principal Michael Griffith called it a landmark trip. "The trip to China was phenomenal because, whether the kids knew it or not, I knew that we were making history," he said.

Band director Tom Deep was told by both United States and Chinese trip coordinators that the Shaker band's performance was the first large event to receive a permit from the Beijing to perform on Wangfujing Street since the incident in Tiananmen Square (1989), when the Chinese military killed several hundred civilians who were participating in a protest for a democratic government, against the contemporary regime.

"The band director from School #166, which was the public school that joined us for that concert, was very concerned to make sure that her band was listed on the permit as well as Shaker's band," said Deep. "She said that her band would not have been permitted to perform there without us having received the proper permission."

The band's performance resonated as a groundbreaking event in China and Shaker alike. Watching the students on a JumboTron screen in a city square in China deeply affected Griffith. "The kids had no idea what they did, no idea what just happened," he said.



Tom Deep

2012



Sitting President Obama speaks at high school

President Barack Obama visited the high school twice after being elected in 2008. He first visited July 23, 2009 and returned Jan. 4, 2012. During his first visit, Obama addressed his proposed health care reform bill, which subsequently passed. During his second visit, Obama announced his appointment of former Ohio Attorney General Richard Cordray, who grew up in Ohio, as director of the newly created Consumer Financial Protection

Agency after several congressional vetoes of the appointment. Obama emphasized the need to protect consumers from "abusive financial practices."

Because so many people were affected by the visit, Principal Michael Griffith said that greeting Obama as he arrived and being on stage during the 2012 speech gave him a feeling of euphoria. "It was a celebration of the whole community, not just the school," Griffith said.

Shaker Grad Can't Spell



Shaker graduate Richard Colson Baker ('08), Machine Gun Kelly, used Twitter to break the news of his Jan. 29 arrest for brawling in Florida. According to Baker, things "escaladed" quickly on the night of his arrest. While he may have been trying to refer to the fast pace of the night's events, "Escalade" happens to be the name of a Cadillac SUV.



"U sir, are my hero."

DrHawkk, YouTube user

HSU'S BIOLOGY SONGS HAVE SOUL

What happens when your science teacher sings cell respiration? You and 328,356 grateful viewers make him a YouTube sensation

BY BRIDGET COOK AND IZZI NEJEDLIK
STAFF POSITION

It's a sleepy morning at the high school, but the party anthem "I Gotta Feeling" by the Black Eyed Peas resounds from Room 172. Only instead of will I am singing the virtues of a having good time, biology teacher Nathan Hsu (pronounced shoe) holds the microphone.

"Cell Respiration, Woo-hoo! It's a long, complicated process that I need to know for the bio test!" Hsu croons.

Hsu performs his original lyrics from memory while a carefully coordinated slide show plays behind him. Students laugh and smile at his performance. Surprised by the sudden show in the middle of their science class, they often record it with their phones.

Hsu has written lyrics for concepts and set them to the tune of popular songs such as "Empire State of Mind" and "I Gotta Feeling," which he has been performing for his students for the past three years.

As delightful and valuable as they may be for Hsu's students, the most remarkable thing about Hsu's songs is the ever-growing audience that benefits from them. "Cell Respiration," which is posted on YouTube, has more than a 300,000 views and gains more daily. "It's nice that a lot of people can use it as a resource to help them learn," Hsu said. Comments under his videos praise Hsu's creative, engaging way of presenting information. One comment reads, "All I need to do is memorize this song and sing it during a test and I'd be set!"

Another viewer wrote, "All my biology teacher does is read Power Points which leads me to look for silly fun ways to learn like this :)" As Hsu's viewership increased, YouTube contacted him and offered

him money if he would allow ads to appear alongside his video. Hsu refused the offer. "I don't care about getting money," he said. "It's about learning."

Hsu estimates that it took him 40 hours to write the lyrics, set them to music and create the Power Point for "Cell Respiration."

The songs have become a helpful resource for Hsu's students and many others, though he stresses that the songs alone are not enough to learn biology concepts. "My goal in honors [classes] isn't just memorization; it's understanding," Hsu said.

Hsu's students also speak highly of his videos. Sophomore Morgan Kiener, currently in Hsu's Honors Biology class said the music makes the difference. "Mr. Hsu's songs are a great study technique because the lyrics go along with the beat of popular songs on the radio," she said. "He makes science more interesting while also teaching us."

Senior Spencer Byers, a past student in Hsu's Honors Biology class, said Hsu is a great teacher. "He gave you enough help so that you could do your work, but he never did it for you," Byers said. "The information really stuck. His class was tougher, but in the end it was more rewarding."

Other teachers have also found Hsu's songs helpful in their classes. In response to the cellular respiration video, one YouTube user wrote, "Good stuff, [I] plan to use this as an intro to a HS science course."

Hsu helps his students online in many other ways besides YouTube. Whenever he gives a lecture in class, he records himself and posts the audio to the web. This way, when students review past Power Points, they also hear Hsu explaining the information. "It's awesome because if you feel like you missed something in class, you can listen to it again until you get it," said sophomore Rebecca Chaney, Hsu's Honors Biology student.

Hsu started his funny performances in front of classes as a high school student himself. "I did do crazy stuff in front of my classmates in high school for projects," Hsu said.

Hsu is known to his students as the teacher who will work very hard to ensure students learn. As Byers put it, "When this bio teacher leaves, there will be big Hsu's to fill."

by
the
#s

438,299
total
views

3,469
likes on
YouTube

36
dislikes on
YouTube

STUDENTS SING



David Levitz

When he was given an extra credit assignment in his sophomore biology class, senior David Levitz combined his notes with the song "3" by Britney Spears, creating his song "1, 2, 3 Photosynthesis." Levitz said he enjoyed making the song, which has more than 154,000 YouTube views.

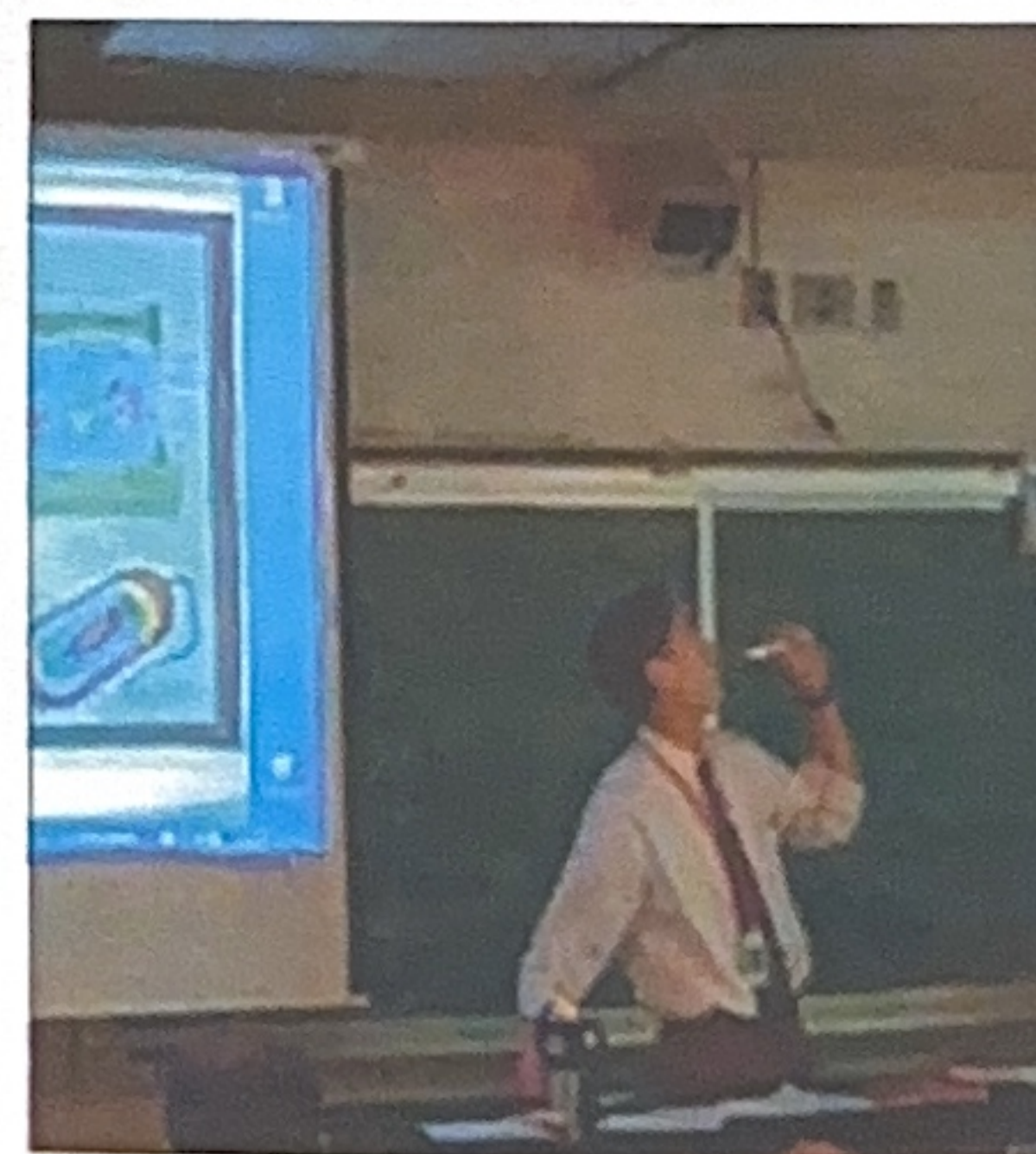
YOUTUBE COMMENTS

"I'll ask if I can take my test while listening to my iPod while taking the test @__@"

"test tomorrow... downloading and memorizing song now :)"

"My honors bio teacher showed us this!"

"You clarified everything so much. I didn't understand ANYTHING about cellular respiration before (well except for glycolysis) but then you explained everything and made it all seem so simple. Thanks a bunch! :D"

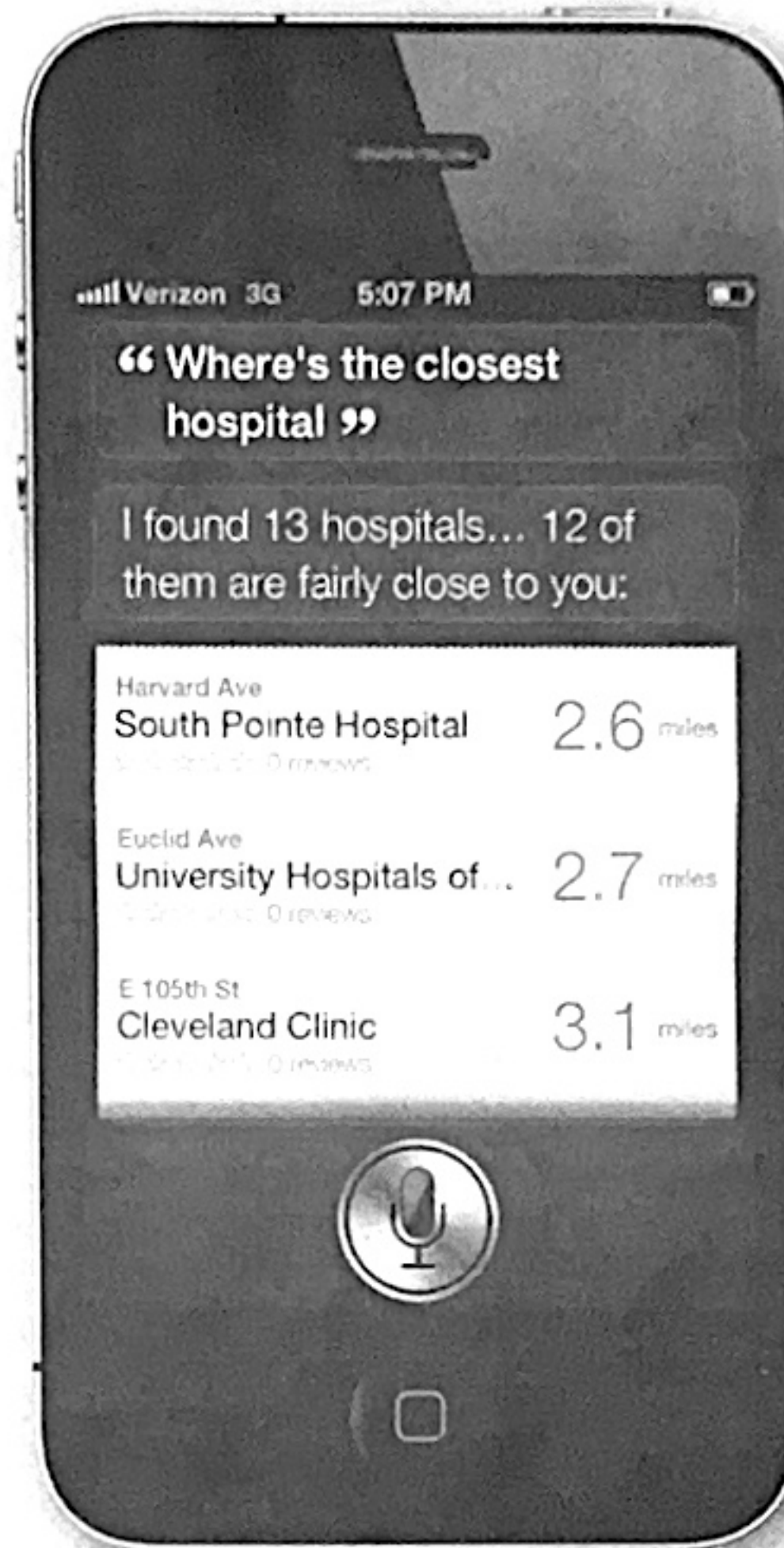


HSU POSES WITH his microphone during a recorded performance of his song, "Cellular State of Mind," which he sings to the tune of Jay-Z's "Empire State of Mind."

GETTING TO KNOW SIRI

BY KATHLEEN KALFATIS AND SARAH-JANE LORENZO
SPOTLIGHT EDITORS

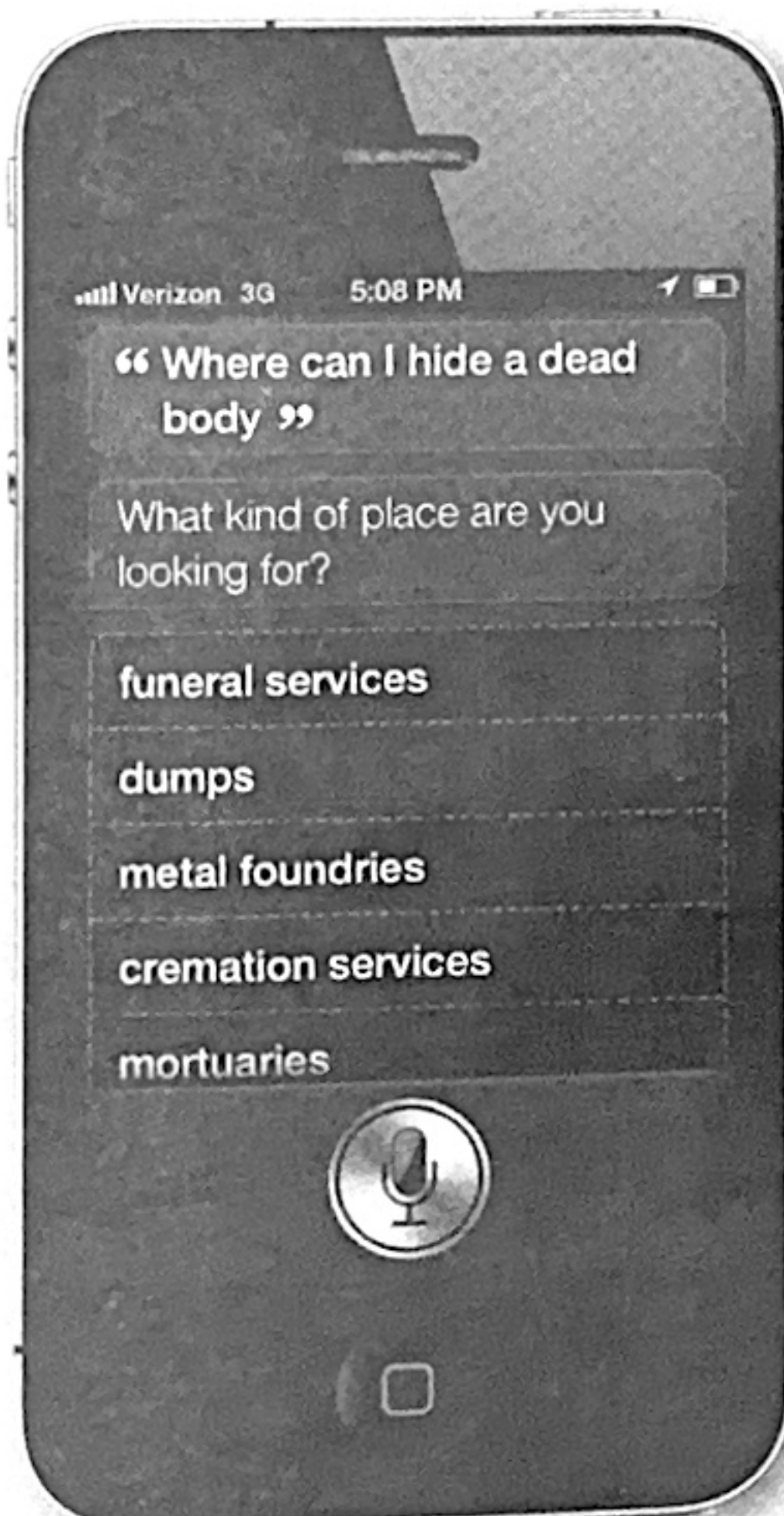
What sets the iPhone 4S aside from all previous generations of the iPhone is SIRI, a pre-installed program that acts as an iPhone user's personal assistant. Through vocal recognition technology, SIRI understands and responds to any questions or commands that the user speaks aloud. SIRI's name comes from a word of Scandinavian origin meaning "beautiful victory." The program can send text messages, schedule meetings, and even hold a conversation with the user. In order to test SIRI, The Shakerite asked a few important questions.



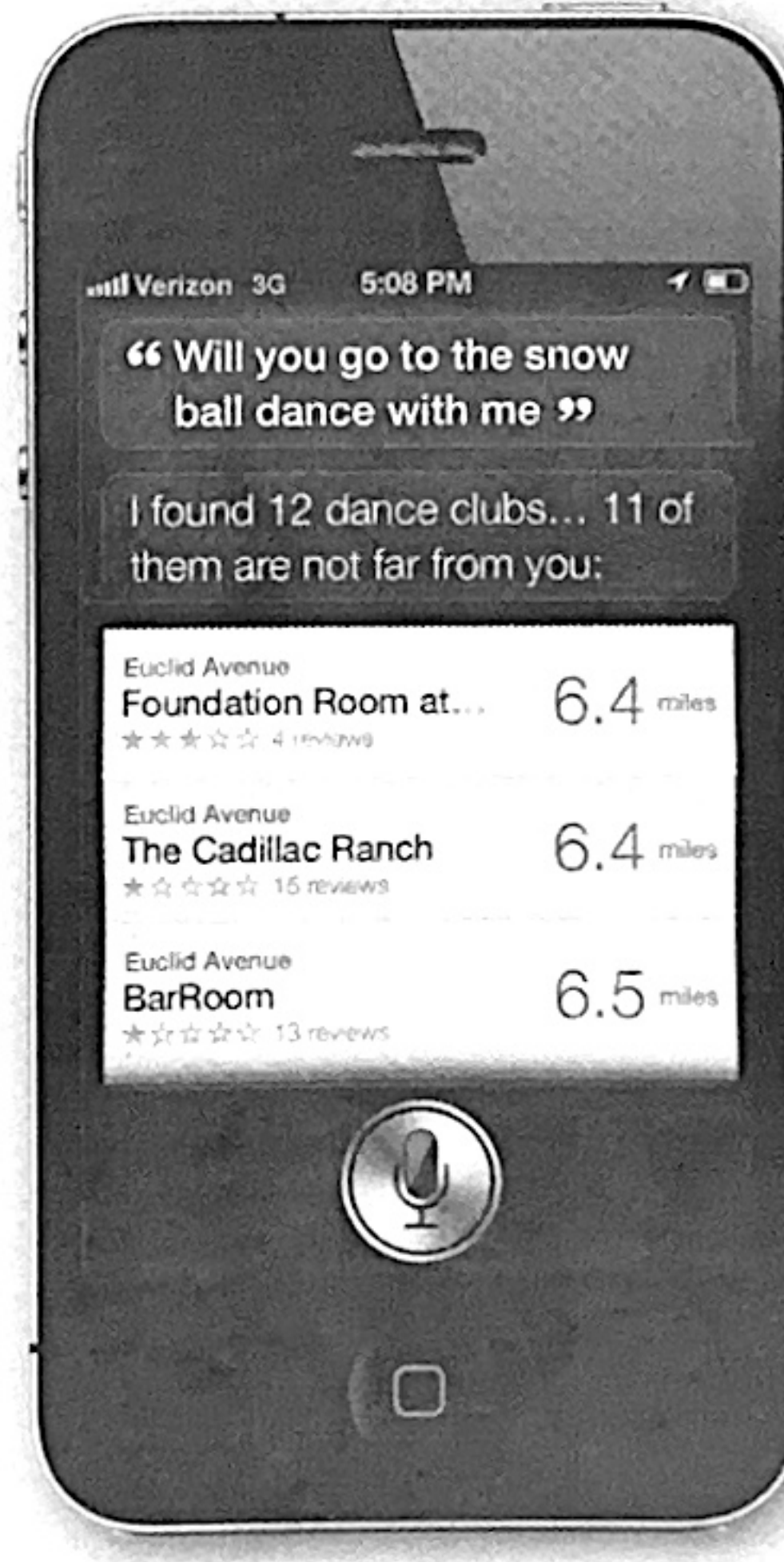
When I fall down the stairs texting, I will know where to go. Thanks SIRI!



It seems that SIRI has some experience with corpses.



It's a good thing that SIRI isn't a comedian.



SIRI doesn't quite understand that the Snow Ball is a high school dance. Guess we better go to the club!

While SIRI's replies to questions are often a bit sarcastic, the program can be useful in a pinch, and whenever you're feeling too lazy to type out a text message. Although the addition of SIRI to the iPhone wasn't revolutionary enough to warrant the upgrade from iPhone 4 to iPhone 5, it has many Apple fans and iPhone lovers even more entranced with their gadgets than ever; more than 4 million phones were sold over the launch weekend. Too bad, when asked, SIRI doesn't accept marriage proposals.

HOW GOOD ARE YOU AT DECIPHERING THE COMMENTS ON YOUR ESSAY?

Take the quiz below to find out.

- When your teacher circles a word on your paper, it means:
a. The word is misspelled. **b.** "I love this word!" **c.** The word is in the wrong tense. **d.** Replace the circled word.
- When your teacher puts a question mark next to a word or sentence, it means: **a.** Are you sure about this? **b.** "Huh?" **c.** What were you thinking when you wrote this? **d.** Place a question mark here.
- When your teacher underlines a phrase or sentence, it means: **a.** Underline these words. **b.** The teacher disagrees with your argument. **c.** You've made a grammatical error. **d.** The teacher agrees with your argument.
- When your teacher puts a check mark next to a point you've made, it means: **a.** You wrote a sound argument. **b.** The teacher will refer to this checkmark when tallying your grade. **c.** Check the facts in this sentence. **d.** You met one of the assignment's requirements.
- When a teacher writes "awk." on your essay, it means:
a. Rethink this sentence. **b.** A word used is awkward. **c.** This sentence has awkward structure. **d.** The sentence makes them feel awkward.

ANSWERS: 1. A, C AND D, 2. A, B AND C, 3. B, C, 4. A, B AND D, 5. A, B AND C.

COMPILED BY SARAH-JANE LORENZO

YOUR TEACHER COMMENTED. WHAT MESSAGE DID YOU GET?

BY WILLIAM GYURGYIK
STAFF REPORTER

When his teacher handed back his English paper, the first comment junior Andrew Rossman read was, "Don't make promises you can't keep." He hadn't proven one of the points in his thesis statement. It was supposed to be a helpful comment. Even humorous. However, Rossman didn't see it that way. "It felt like [the teacher] was calling me dishonest," Rossman said. "I think even critical comments should be specifically based on the writing rather than your own moral character." Though comments are meant to be constructive, some students perceive them negatively or don't read them at all. "The way [comments] are worded turns me off to writing and kind of destroys my enjoyment for it," Rossman said. "But I definitely don't think [teachers] are doing it on purpose." Improving writing through feedback requires critical comments, which aren't always positive. A 2006 study analyzing 3,000 graded papers showed that 76 percent of comments either started or ended negatively. Only 9 percent were positive.



Ian O'Hara

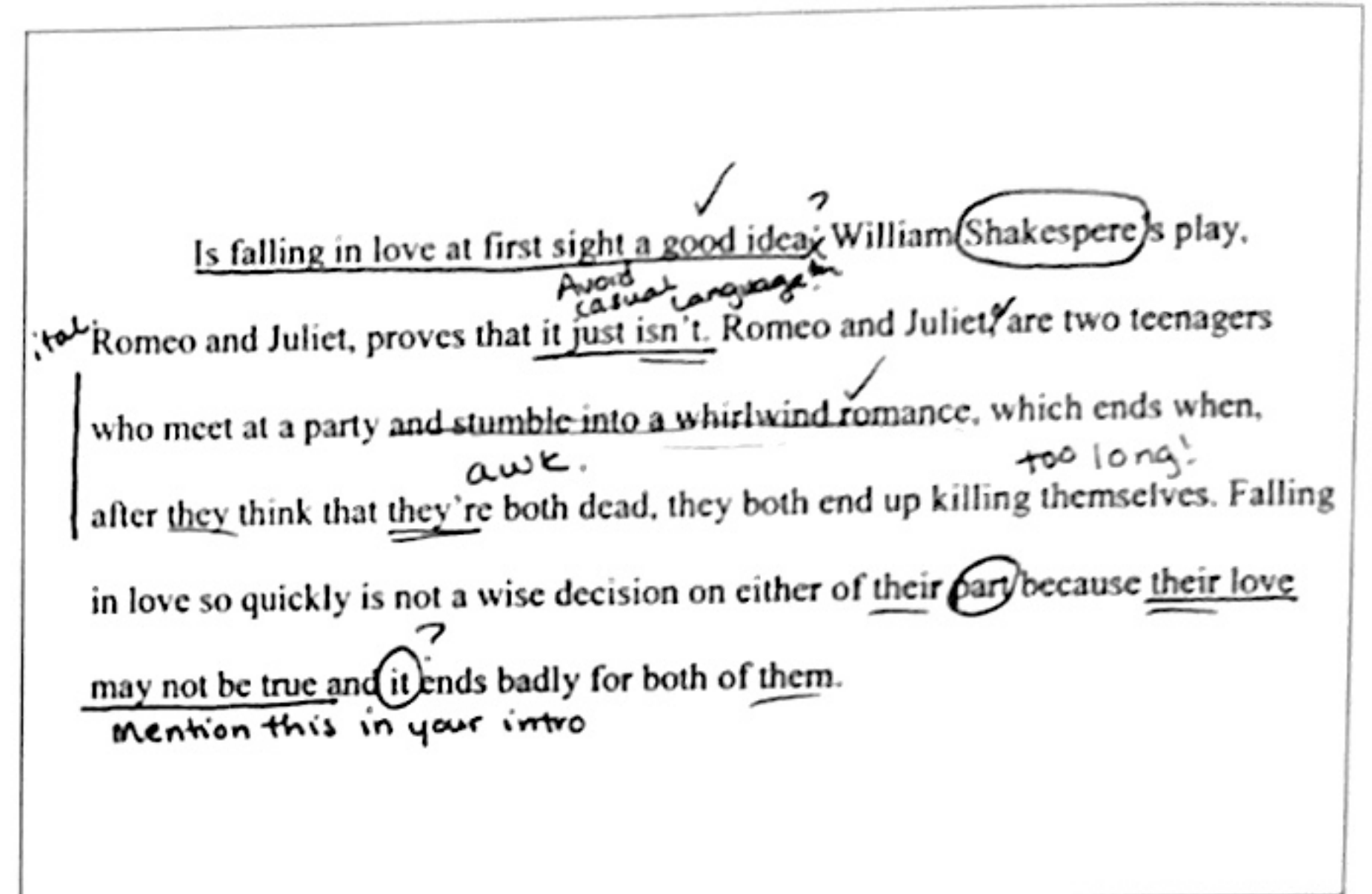


Tianna Smith

Senior Thomas Greenhalgh-Miller admits he doesn't read comments unless there's a chance to rewrite or revise the paper.

"It's always a worry that [students] don't read the comments," Cotton said. He explained that comments offer more educational value than the grade, which most students focus on.

Rossman said he would prefer a hopeful tone in comments. "I'd rather have a more



Sarah-Jane Lorenzo/The Shakerite

THIS ILLUSTRATION, CREATED by The Shakerite, shows how difficult teachers' comments can be to understand. Many of the marks that were made on this paragraph were left unexplained, leaving the writer to guess at their meaning.

optimistic tone than a negative connotation, where it's basically like [teachers] telling you how bad you did despite the effort you put into it."

English Teacher Cathy Lawlor believes that the misunderstanding between students and English teachers can affect students negatively. She wants to see the gap eliminated because "once you get that stuff out of the way, then you can get down to learning."

English teacher Charles Kelly said students and teachers share the responsibility for making comments meaningful.

"On the side of the teacher, it's to really put yourself in the place of the student and imagine what it will be like when the student reads these comments because your goal is to help them become better writers," he said. Kelly said the students' responsibility is to participate in conferences to evaluate the comments they don't understand.

English teacher Aimee Grey said that writing is an unavoidably personal act. She said, "What we write is personal. It's different from a math equation. Just keep in mind that revision is what good writers do."

Oral exams leave students saying 'Quoi?'

BY LIZ JACOB
STAFF REPORTER

Heart racing, sweat dripping from your palms and shivers running down your spine, you're ready for the most important evaluation in your high school career.

The accursed oral examination.

The most frustrating two and a half minutes of your life are witnessed by a class of at least 20 students who can barely understand a single word tumbling out of your mouth. Your words erupt in a jumbled and speedy disaster, each sounding like a different language and mocking the fact that you are supposed to be reciting 50 years of history.



Liz Jacob

Oral exams have become more prominent with the implementation of the IB diploma program, which demands that students complete four to six formal oral exams in various courses, such as English and world language. As a result, oral exams are becoming a major factor in the final grade.

Taking up class time with a plethora of painful oral exams, however, can be counterproductive. While one student struggles to present a comprehensive oral exam, the rest of the class is forced to suffer through 50 minutes

of useless jabber. The most frustrating moment of an oral exam is glancing up and realizing that your teacher is furiously scribbling and displaying a strained expression, confirming that you've failed your crucial assignment. Even worse is when your classmates struggle to suppress their hysteria over your awful performance or blatantly ignore your efforts by aimlessly scrolling their Twitter feeds or twiddling their thumbs.

Language classes are not the only ones to force the horror of oral exams on their students; history classes throughout the school require oral essay exams. History classes ranging from AP U.S. History to AP/IB European history use them to prepare for the Advanced Placement tests in May and to meet the IB requirement.

While oral exams may improve a student's public speaking ability, they add superfluous stress to classes. Moreover, these stressful presentations can be the deciding factor in a student's grade, further enhancing their ability to wreak havoc in the classroom.

At least IB English students are spared embarrassment in front of their peers; only the teacher is present when the 20-minute English oral commentary is recorded. All formal IB oral exams are recorded by the teacher and then sent to examiners around the globe who can listen to your struggle over and over again.

"Isn't the reason why we take a language to learn how to speak it?" Eileen Willis, French teacher said.

Sure! But do we really need an audience?

Shaker Heights Teachers' Association



Professionals Dedicated To Educating
Shaker's Youth

Heights bites

13 THE SHAKERITE • 8 FEBRUARY 2012

Raider Zone discovered "Heights Bites" painted on the wooden floor of the elevated loft where Don Frerichs plays the organ Jan. 27. The message doesn't surprise head coach Mike Bartley given the formerly heated hockey rivalry with Cleveland Heights. "I think we had our tires slashed on our bus once. Those were fun times," he said. Read the story about Frerichs on page 15.



COLLEGES ALREADY COURTING HURLEY



Shane McKeon/The Shakerite

SOPHOMORE FORWARD ROSEL Hurley scores a layup during Shaker's 84-38 defeat of Euclid Jan. 28. Hurley has received scholarship offers from the University of Akron and Cleveland State University.

Forward Rosel Hurley, No. 6 sophomore prospect in Ohio, already fielding D1 offers

BY ALEX SMITH
STAFF REPORTER

When and why did you start playing basketball?

"When I was little, my dad used to put me in camps. I never really liked playing basketball until fourth grade."

Is it true that you have already received scholarship offers?

"Yeah, two now, Akron, and I got an offer from Cleveland State at a showcase earlier this year."

What goals do you have in terms of the rest of your high school career?

"I want to play point guard. It'll happen! I don't really care about breaking records."

How much time do you commit to basketball?

"Every day, weekends too. Almost all the time I'm with my teammates either at practice, games, or when we're just together outside of school."

Who is your best friend on the team?

"Terry [Rozier, senior]. I'm cool with the whole team though. We all get along really well."

Are any other colleges interested in you?

"DePaul, Dayton, and Purdue."

Who are you most competitive with on the team?

"Terry. Everyone on the team competes with Terry."

What are your long term plans for basketball?

"I don't like to think about my future, I like to stay focused on what's going on right now. But I would probably say go on to play college, and maybe on to the NBA. I really want to play at Michigan."

What other sports do you enjoy playing other than basketball?

"None now really, I used to play baseball, but I quit. I was afraid of the ball."

Have you ever beaten Terry one-on-one?

"No. I lose every time. He's too good."

Do you think you'll be ranked in the nation in the future?

"I'm already ranked in Ohio. I'm the number six sophomore in the state, but I think that if I work hard, I'll be ranked in the nation."

Overbeke's
School of Driving



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"I had a lot of fun and learned at the same time!"

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"This course was amazing!"

"I looked forward to coming to class!"

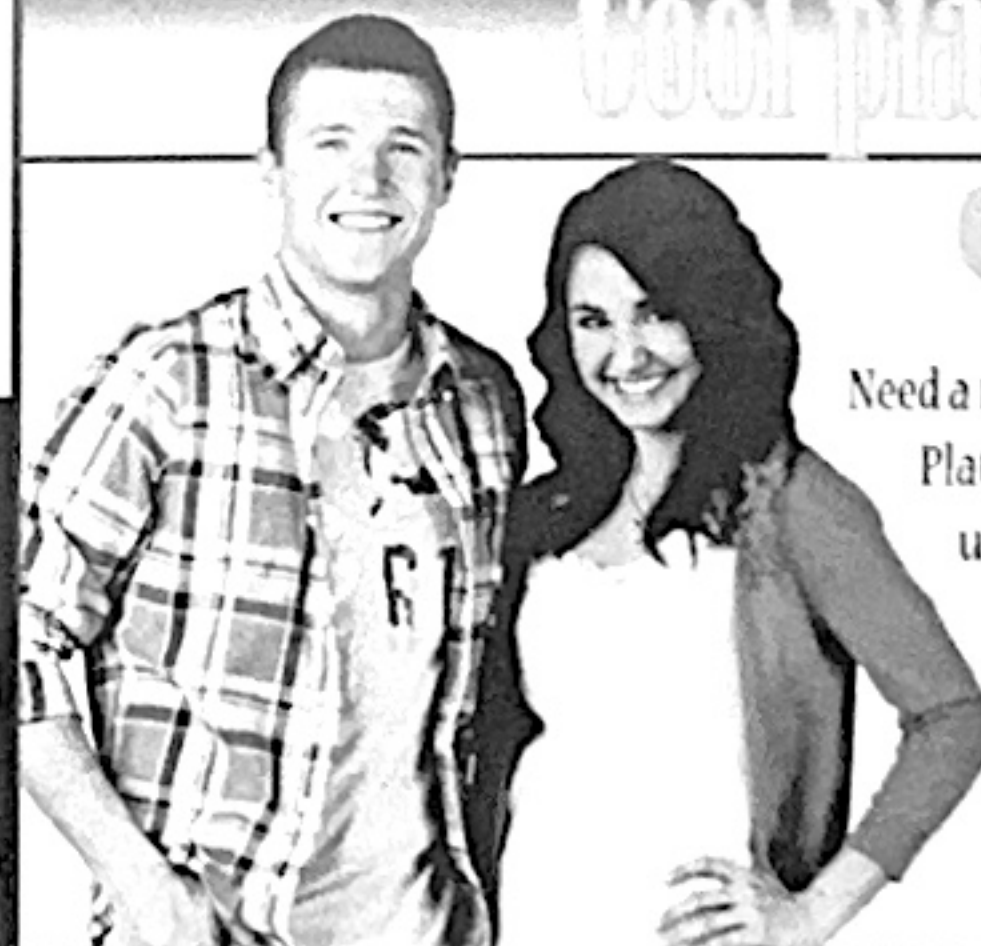
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ATHLETES, READ IT BEFORE YOU SIGN IT

Shaker athletic code is being reviewed and emphasized due to a lack of consistency

BY KYRA HALL
RAIDER ZONE EDITOR

From now on, you should read it before you sign it.

Each season athletes and their parents are required to sign the athletic code to indicate that they have read the requirements and agree to honor the policies. The code states that failure to comply will result in consequences ranging from single-game suspensions to dismissal from the team.

Administration of consequences has been inconsistent. So, just as students test school rules, athletes test the athletic code. By the end of football season, Athletic Director Don Readance had seen enough.

"We are reviewing and emphasizing the athletic code, letting student athletes know that it exists," Readance said. The athletic code can be found in the student handbook and online.

The new emphasis emerged after five football players were suspended for fighting during a JV football game. While the ath-

letic code has not changed, Readance stressed that there would be zero tolerance for athletes violating the athletic code from now on. "There were some things that happened during the fall that prompted me to look for ways that we can improve behavior," he said.



Don Readance

Football head coach Jarvis Gibson and Readance would not name the players involved in the fight. However, Gibson said the root of the problem was an individual player with the wrong attitude. "He faced his consequences," Gibson assured.

The attendance requirement is another policy athletes have ignored. The code states that athletes may not accumulate five unexcused absences in a class. To do so will result in ineligibility for the remainder of the semester. Despite this, athletes interviewed acknowledged they or teammates had more than five unexcused absences with no consequences.

Readance hopes that by strictly enforcing the athletic code he will see improvements in behavior. Also, Readance feels the prob-

lem is larger than student athletes because inappropriate and aggressive behavior exhibited by college and professional athletes affects young athletes negatively. "Those behaviors are what our kids see, and a lot of the times, mimic," Readance said.

When Readance met with winter and spring teams, he stressed the responsibility associated with being a student athlete.

"Student athletes have a certain standard to meet and expectations that are probably higher than the average student's," Readance said.

The athletic code's personal code of conduct states that "participants must earn the right to represent Shaker Heights City Schools by conducting themselves in such a way that the image of the Shaker Heights City School District would not be tarnished in any manner."

It's an idea Readance wants athletes to honor.

"The student-athlete population... should stand out above the norm in a positive way," Readance said.

He added, "It's a privilege to play athletics; you're not entitled to it."

"It's a privilege to play athletics; you're not entitled to it."

Athletic director Don Readance

Hazing Policy

"It is the policy of Shaker Heights High School that no member of the school community may participate or be involved in hazing activities. Violation of the hazing policy is considered a serious offense."

Renewed attention to the code coincides with recent hazing incidents at rival schools. The Cleveland Heights varsity basketball team suffered its first loss of the season due to hazing in their locker room. Head coach Andy Suttell suspended 10 players for the Maple Heights game. The Tigers lost 55-46, falling to 10-1. Members of the Solon men's swim team suffered consequences for hazing last month. Punishments varied. Some swimmers received out-of-school suspensions.

Readance:

"I commend Heights for taking appropriate action on this issue. I felt it was necessary."

Coaches' Responsibilities

"Each coach is responsible for administration of this code for his/her sport. Additional rules may be established for each sport."

Readance:

"Coaches may make additional rules, but it is necessary that they are approved. If there is something that we feel is inappropriate, Mr. Griffith or I will address it."

Cutting class

"must not accumulate five (5) unexcused absences in a class. To do so will result in ineligibility for the remainder of the semester."

Readance:

"Unexcused absences are definitely hard to keep track of. We are working with the assistant principals, making them aware we are enforcing the athletic code. They contact me about unexcused absences and in-school suspensions."

Equipment Responsibility

"An athlete is responsible for all equipment issued to him/her. Equipment or uniform is not to be worn at any social event, for general school use, or throughout the community other than athletic sessions. Any equipment not returned must be paid for by the athlete."

Despite this regulation, many teams wear their uniforms and equipment on game days.

Readance:

"Obviously, if we are promoting school spirit, I see nothing wrong with teams wearing their uniforms to school. Most teams typically do."

SHAKER HEIGHTS HIGH SCHOOL ATHLETIC CODE

This is to certify that I ^{haven't} ^{don't} read and understand the Shaker Heights High School Athletic Code of Conduct and agree to abide by the rules and regulations set forth by the Shaker Heights City School District. Further, I understand that participation on an athletic team ^{right} is a ~~privilege~~ ^{or may not} and any violation of the Athletic Code may result in suspension or removal for a portion of any sport season, an entire sport season, or from all athletics at Shaker Heights High School. ... If I get caught.

Student's Signature

11

Grade

2/2/12

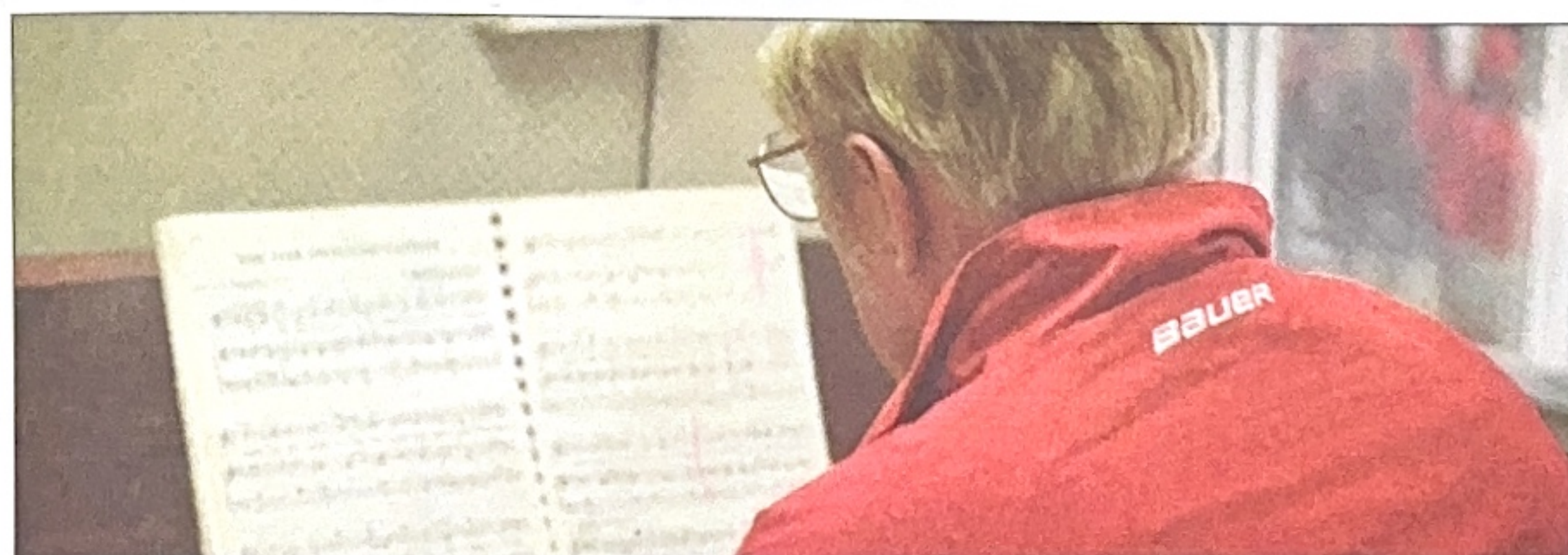
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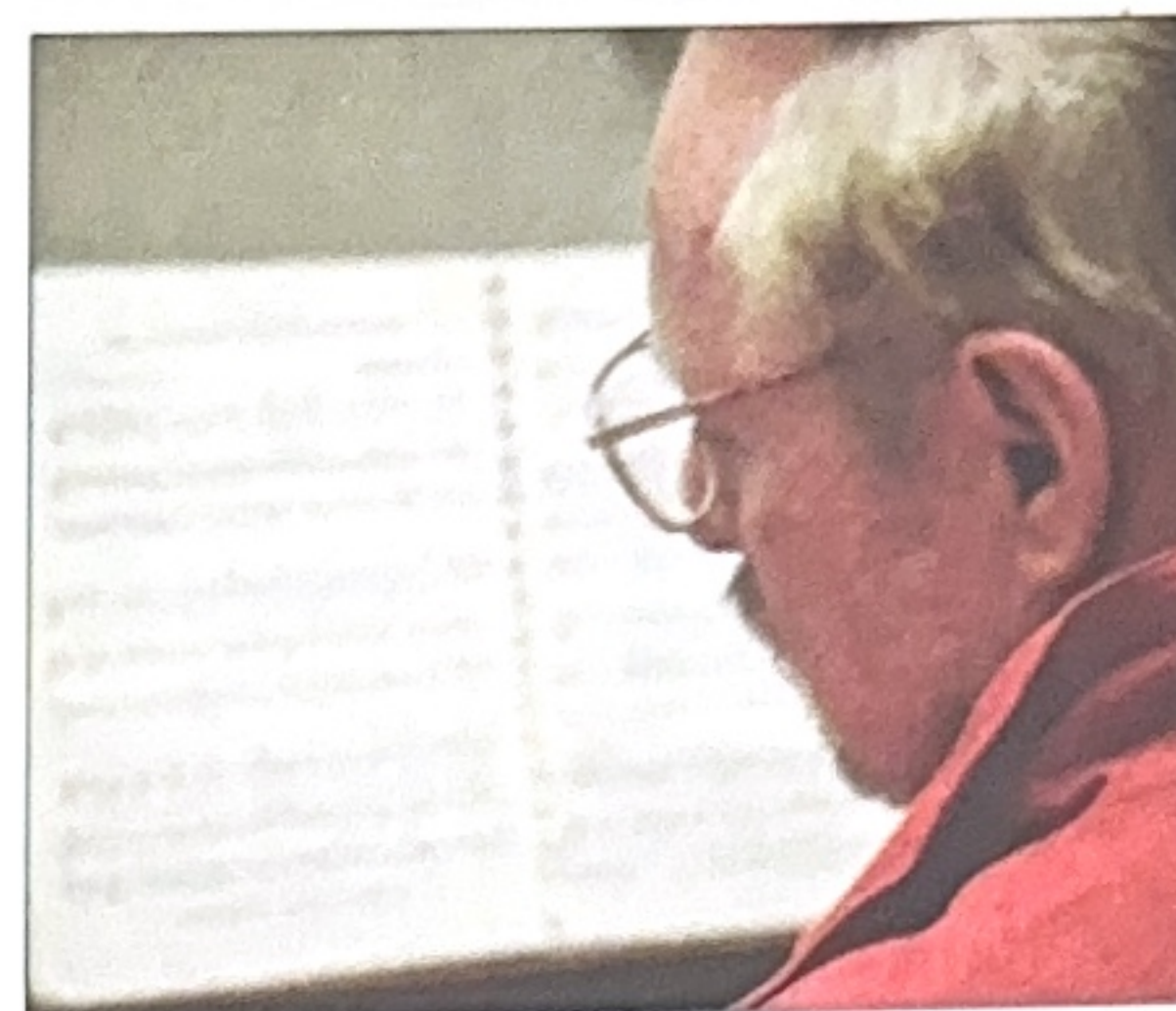
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Date

THIS CUSTOMIZED ATHLETIC conduct code agreement reflects many athletes' apathy toward the policies of the athletic department. After fights involving football players last fall, Athletic Director Don Readance hopes to renew the enforcement of the code.



DON FRERICHS PLAYS Thornton Park's organ during Shaker's 2-1 defeat of Strongsville Jan. 27. Frerichs has played at home games since the late 1980s, and said he won't quit. He said that pucks sometimes fly through the open door into his room. "Certainly during warm-ups the pucks pepper the window," he said.



Shane McKeon and Liz Jacob-The Shakerite

'Grandma' Frerichs cares for players

Organist Don Frerichs doesn't have to drag his wife to games.

Carol Frerichs greets every player twice per game:

"I high-five them onto the ice and hug them off of the ice, win, lose or draw," she said. Many players call her Grandma.

"[Don] didn't want them calling me Carol, and I didn't want them to call me Mrs. Frerichs," she said.

Because the Frerichs' children were adults before the players were born, she became Grandma.

She began hugging the players post-game in the mid-'90s after a one-goal loss in Brooklyn. Parents chastised their children post-game for losing even though "they played their hearts out," Carol said in an interview in Thornton's lobby.

"They didn't go out there and lose the game. They went and got outplayed by one goal," she said.

"It's not my job to tell them about it or be nitpicky about it. I just want to support them. And I have no idea how the high-fiving started. It just did."

As the team stepped onto the bus that night, she hugged every player. She hasn't stopped since.

"When the kids work hard, they deserve a little bit more than grousing by the parents," Don said.

Hockey players, it must be noted, smell very bad.

"I threaten to bring a Febreze bottle," said Carol, who actually does not smell bad after hugging the team. Senior center Tyler Straffon doesn't feel guilty for being sweaty. "She's used to it by now," he said.

After bad games, some players won't want a hug. "Once in a while after a game, they'll walk by me and not hug me. But sometimes they'll come out of the locker room [afterwards] and ask me for a hug," she said. Head coach Michael Bartley says he hugs her rarely. He said "If the situation arises, and it's a huggable moment, we go for it."

BY IAN ROUND

ORGANIST'S PRESENCE NOTED

More than 500 hockey games not enough for Thornton Park musician Don Frerichs

BY IAN ROUND
RAIDERZONE EDITOR

"Nobody listens to me!" Don Frerichs joked. He's barely been noticed playing Thornton Park's organ for nearly 25 years. He isn't sure if he started in '88-'89 or the season before.

But he may have a point. The recording of "Chase," the theme song of the 1978 movie "Midnight Express," is more popular than he is. Many are unaware that Thornton even has an organ — let alone someone who plays it. Like senior Ian Adams, who said "Wait, we have an organist?"

But Frerichs makes Thornton unique.

Frerichs, 69, has played organ for 60 years. "I've been playing organ since they invented sand, or dust," he said in an interview in the organ room, which is located in the rink's loft past the student section.

One of his two sons was trying out for the team in the late 1980s when Frerichs found Thornton had an organ.

"When I discovered that there was an organ here, I approached [head coach] Mike Bartley," he said.

"I asked Mike instead of playing a recording if he'd like an organ."

Bartley agreed, and asked him after the season to play the organ one more year, and another, and another, and another. At first, he only played the National Anthem,

but in 1990, a hockey player in the marching band gave him a copy of Shaker's fight song. Frerichs played it when the Raiders scored and came onto the ice.

"In the beginning it was a nervous thing, because, you know, you're not used to playing in front of a couple hundred people," he said.

He and his wife, Carol, do not skip games. They've seen more than 500.

He hasn't been quite perfect, though. Switches on the organ, built by Hammond in the early 1950s, control which speakers amplify the music. Frerichs said that once, he didn't flip the right switch. Halfway through the song — playing loudly in the small organ room — he realized the crowd could hear nothing.

Perhaps few realize there's an organist because he nearly never makes mistakes. His playlist comprises the old and new Canadian national anthems, "The Star Spangled Banner," Shaker's fight song, and "This Is It," the theme song from the "The Bugs Bunny Show," which he plays just before the game.

"The rest is," he paused, "fake it." If the opposing team commits a penalty, he might play the "Jeopardy" theme; maybe "Let There Be Peace on Earth," after a rough, penalty-filled game. Frerichs plays "up-beat, up-tempo," while the Zamboni freshens the ice.

Players used to tell him their favorite song, and he'd play it when they scored. "Somehow that's gotten lost in

the annals of antiquity," he said.

Although he knows only five songs he'll play, he brings a massive binder of music.

"There's usually a message in what I play," he said. "I feel good about it, [but] nobody else knows what I'm doing."

Frerichs said fans' love for "Chase" is "no skin off my back." "Chase" has been around longer than me."

Thornton is one of two rinks in the Cleveland area with an organ. The other is in Brooklyn. "My job is to make the hockey experience here better than anywhere else in the city," he said. He distinguished Shaker because of Bartley and the [formerly] spirited fans, before admitting "And, yes, I make it different."

Math teacher Lori White notices the organ most at away games because of its absence. "I think it helps create a unique atmosphere that you don't really find at [places like] Kent State," she said.

Frerichs said he won't stop playing until he's forcibly removed. "I guess I keep doing it because of that guy out on the ice. You can't talk about Shaker hockey without talking about Mike Bartley. It's unspoken, but it's the truth," he said.

"I guess it's just a mutual respect," Bartley said. "The Frerichs have been just wonderful fans."

You can't talk about Shaker hockey without talking about Don Frerichs, either.

Talking About *SHAKER, NOW AND IN THE FUTURE*

One mission of high school journalism is to represent students' diverse opinions. This month marks the debut of our "Talking About" series, for which we seek students' views on timely topics.

With Shaker's 100th anniversary at hand, we wondered what the centennial means to students. We asked: "What does Shaker mean to you?" and "What do you think Shaker will be like in another 100 years?"

Mariah Douglas • Junior



"A group of people coming together whether you're rich or poor . . . We're all a community."

"I think that everyone's talents and abilities within Shaker will probably broaden . . . I feel like more people will know about it because of the things that we do, groups that we have like SGORR."

"I moved here relatively recently. I didn't ever have troubles getting into Shaker, meeting people. Never did I feel alienated. I think it's a very friendly society."

Ben Walker • Senior



"I think there will be more effort put in to bring up the lower levels and be able to give better opportunities to all of the students."



Have something to say? Join the conversation by scanning the QR code to the left or by searching "Now and In the Future" on shakerite.com.

Have an idea for a future discussion? Post it to The Shakerite's Facebook page or email it to shakerite@shaker.org along with your name.

Kayelyna Davis • Freshman



"I like the fact that it's all types of races here. You can go get any type of friends; it doesn't matter whether you're black, white or whatever type of race you are."

"I think the school system is going to get a lot better. I think it's probably going to be the top in the country."

"A lot of snow . . . If I had a choice, I would be living somewhere warmer."

"I think Shaker would be one of the only places in the world to benefit from global warming."

Adam Friedman • Junior

